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Public Documents of Massachusetts:

BEING THE

ANNUAL REPORTS

OF VARIOUS

PUBLIC OFFICERS AND INSTITUTIONS

FOR THE YEAR

1902.

PUBLISHED BY THE SECRETARY OF THE COMMONWEALTH.

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1903.

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OF THE

BOARD OF EDUCATION:

TOGETHER WITH THE

SIXTY-SIXTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD,

1901-1902.

JANUARY, 1903.

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STATE BOARD OF EDUCATION.

1903.

EX OFFICIIS.

HIS EXCELLENCY JOHN L. BATES, *Governor.*

HIS HONOR CURTIS GUILD, JR., *Lieutenant-Governor.*

BY APPOINTMENT.

JOEL D. MILLER,	Leominster,	May 25, 1903.
KATE GANNETT WELLS,	Boston,	May 25, 1904.
CLINTON Q. RICHMOND,	North Adams,	May 25, 1905.
GEORGE I. ALDRICH,	Brookline,	May 25, 1906.
ELMER H. CAPEN,	Somerville,	May 25, 1907.
ELIJAH B. STODDARD,	Worcester,	May 25, 1908.
GEORGE H. CONLEY,	Brookline,	May 25, 1909.
CAROLINE HAZARD,*	Wellesley,	May 25, 1910.

SECRETARY.

FRANK A. HILL,. *Cambridge.*

CLERK AND TREASURER.

C. B. TILLINGHAST,. *Boston.*

AGENTS.

JOHN T. PRINCE,	West Newton.
G. T. FLETCHER,	Northampton.
JAMES W. MACDONALD,	Stoneham.

AGENTS FOR THE PROMOTION OF INDUSTRIAL DRAWING.

HENRY T. BAILEY,†	North Scituate.
WALTER SARGENT,‡	North Scituate.

* Appointed Dec. 24, 1902, to take the place of Alice Freeman Palmer, deceased, Dec. 6, 1902.

† Resignation to take effect July 31, 1903.

‡ Service to begin Aug. 1, 1903.

ANNUAL REPORT

OF THE

BOARD OF EDUCATION.

ANNUAL REPORT.

SCHOOL ATTENDANCE AND EXPENDITURE.

The number of children attending the public schools for the last year for which the returns are at hand was 474,234; the average membership was 415,533; the average attendance 92 per cent. of this number, or 380,026. The items named are 6,046, 9,453 and 8,978 larger than the corresponding items for the preceding year; the average membership has gained 3,412 upon the enrolment and the gain in average attendance is 95 per cent. of the gain in the average membership. The same returns show that 299,065 of the 341,334 pupils in the State between the ages of seven and fourteen attended the public schools. As the enrolment in private schools is returned as 87,337, it is easy to see that the law for compulsory attendance was well obeyed.

The total expenditure of the public schools for the same year was \$15,132,133, of which sum 97 per cent. was from local taxation. Direct school support received \$11,690,070 of this sum, and the school buildings \$3,442,063. For the school support of each child in the average membership of the public schools, therefore, the average cost to the towns in taxation was \$27.10; and this was, on the average, an expenditure of \$3.70 for each \$1,000 of the State's valuation, or about 23 per cent. of the average tax for all municipal purposes.

The facts thus presented warrant the statement that of her poverty or her wealth Massachusetts taxes herself freely and gladly for her public schools. If these schools have not yet produced an ideal society, or a government free from corruption, these things are not in themselves sufficient proof either that the expenditure has been too small or that the system is a comparative failure.

DO WE ASK TOO MUCH OF THE SCHOOLS?

Any just estimate of the value of the public schools in their relation to present conditions must include much more than a catalogue of the work done, or of that which is to do. Statements of this nature will always be sharply modified by the element of time, the order of events and the nature of the evils which the schools are supposed to remove. What if certain wrongs do live largely unchecked in the community? This proves little to the point, unless it can also be shown that these evils are such as the schools unaided ought to destroy, or that the evils may reasonably be expected to disappear even in an imperfect society. The same reasoning will hold, if these wrongs have assumed present shape and intensity by reason of present conditions. In all these cases we may be demanding of the schools that which is not yet possible. Present conditions are the result of a development, the beginnings of which are lost in myth and fable. When one realizes all which is implied in bringing a race from savagery to a state of even comparative order, peace and justice, he must at once admit both that many forces of equal strength have co-operated in this work and that time has been one of its most vital factors. The work of the schools is in a peculiar sense a growth. But in growth the best means can hasten results but little. The tree in the richest soil cannot be the product of a day. When the proper environment is supplied, the tree grows; but we must wait long for the results. In regard to the growth of a nation, history has taught us the same lesson; but to train the individual to live with his fellows in social purity, industrial peace and civic justice is the real work in the building of a nation. In this way it becomes clear that the training of an individual cannot be the work of any single generation. The nature of the evils which have been mentioned lead to the same general conclusion. Selfishness is the real thing, though we call it by many names. Even to hold this in check, not to eradicate it, requires all the influence of home and school, of church and State. Is it just, therefore, to place all the responsibility upon the schools? When we cannot even imagine the length of time which must pass before a perfect society is

developed, if indeed this can ever be anything more than a hope, shall we place heavy blame upon the public schools that the golden age has not already dawned? When neither we nor our fathers have been able fully to solve these problems, shall we imagine that the thing can be done simply by doubling the exchequer? A larger expenditure is needed indeed; but this would not remove all the evils. While we deplore the fact that industrial peace does not prevail, shall we not remember that the wonderful industrial development of our times warrants us in expecting this conflict? Working under the law of growth, the schools cannot be rightly asked for premature results.

The Board of Education is not urging these considerations to blunt the edge of criticism, but to indicate that it should be broad, just and searching. The only disgrace which the public schools have to fear is the disgrace of not attempting anything worthy. It is ever to be remembered that one of the best and sharpest lessons of history is that "by a succession of failures individuals and nations have blundered into success." Any intelligent discussion of the work of the public schools is a distinct gain. It indicates and will increase interest. Indifference is the bitterest enemy of the public schools. So long as men will take the trouble to differ as to their work, there is hope, almost a certainty, of success.

It is the conviction of the Board, based upon evidence in its possession, that the public schools of the Commonwealth were never before clearer in purpose, wiser in method or more earnest in endeavor. As the work which they are doing is vital to the welfare of all, so the progress which is being made is encouraging to all who are familiar with the facts. It must be remembered that many of the pupils of the public schools are of foreign birth and tongue, and that many others are children of the night, to whom virtue is almost an unknown conception. These, even when gathered with children from families of more or less culture, are hardly promising material. Still, without observation, silently almost as the coming of the morning, the public schools of this State and the Nation are successfully making from just such discordant material as this American citizens. Strong ideas of justice, mental breadth

and vigor, skill and kindness are needed on the teacher's part for a work so great. It is not too much to say that the demand was never more fully met. This is far from claiming that the possible improvement is not great, or that new conditions, demanding new effort and new ability, will not constantly arise. We commend that which is now doing, but to say that the best has been reached would be little less than criminal.

STATE MEASURES FOR SCHOOL IMPROVEMENT.

There are some indications of promise to which the Board would call attention. One is that the Commonwealth through its Legislature has displayed commendable wisdom in the methods adopted for aiding the small towns in the support of their schools. With the present provisions of the high school law, amendments to which were enacted at the last session of the Legislature, aid is now given in certain towns both to the high and lower schools. The purpose of this aid in each case is the same, namely, in equalizing the burden of taxation to insist that the schools be improved. If a town of limited valuation be willing to employ trained teachers, approved by the State, in one or more of her schools, then to a fixed amount the State will help pay the additional cost. The benefit resulting from this cannot be confined to the schools where such teachers are employed, or even to the town itself. The example of such teachers is a wide and constant influence for better work in all that section, whether the towns come under the provisions of the law or not. By the law of 1902, any town of less than 500 families can receive direct aid from the State in maintaining a high school, approved by the Board of Education and employing at least two teachers. This law with the aid which the State gives in the payment of tuition, where towns not required to maintain a high school send their pupils to other towns or cities, makes a free high school education possible for all. But the chief value of this law is, that it will tend to improve all the high schools of the State. Let the emphasis be put upon the point, that the principal object in giving aid from the State treasury is to improve the schools, and not simply to lessen taxation in the towns. It is believed that the present law will do this. Under its operation, towns

where two teachers have been employed in the high school will be encouraged to secure better service ; while towns which have until this time employed only one high school teacher will be inclined to tax themselves a little more, in order that, with the aid given by the State, they may have the honor and strength of a better high school. It is expected, also, that towns which are not required by law to maintain a high school will be encouraged under present conditions to send more of their pupils to outside schools. This law will thus cause, in all the small towns, a movement towards better things.

For these and other reasons the Board believes that such changes should be made in existing laws that one man, responsible directly to the Board, can give about all his time to the study of high school conditions. There is no desire for uniformity in high school work ; this would result in weakness rather than strength. But such movements, in any of the high schools, as are in the right direction should be brought to the attention of all, leaving each school free to work out its own special mission. It is particularly important that a knowledge of what is doing in the larger high schools, and the ideals there cherished and attempted, be brought to the attention of the principals in all the smaller high schools, for their consideration, encouragement and help. This subject, however, has been referred to a special committee of the Board, and need not be considered in detail in this report.

There is special encouragement in the fact that the Commonwealth as a whole is active for better work in the schools ; that she is even willing to pay money direct from her treasury, if in so doing she can secure this end. But great care should be taken to make the fact plain that aid is given not to lessen taxation simply, but to improve the schools. Provision to this effect should make an unmistakable part of every law upon this subject.

There is encouragement, also, in the evidence that the new law in regard to evening schools is receiving recognition and approval from superintendents. If this fact be taken in connection with the recent plea that the waste of great school plants by limiting their use to day schools only should not be allowed, there is good reason for hope that the number of

evening schools will be largely increased and their efficiency in all ways promoted, until they are the equal in discipline, instruction and regularity of attendance to the best of our day schools. The cost would be only a small addition relatively to the present burden of taxation, while the result in advancing the general intelligence of the community, the happiness and power of the individual would be great.

The Commonwealth has always been very careful that her public schools remain under local control. In this course there has seemed to be great wisdom. The connection between the treasure and the heart appears especially close in the case of taxation. For this reason no way has yet been found for securing interest in the public schools quite equal to that of keeping them in the pay and under the control of the community which they serve. The commission now investigating this subject may find or make a better method. We await its wisdom.

THE TRAINING OF TEACHERS.

The training of teachers is, from the character of the work, an exception, and for this reason the normal schools are the special care of the Board of Education. Massachusetts believes in the employment of trained teachers, and has provided liberally for this work. Nor can it be truly said that this liberality has been unappreciated. The number of pupils at present in the normal schools is 1,684, — a larger attendance than at any previous time; while the number admitted to the schools this year is greater, with one exception, than in any former year. The normal buildings are modern and finely equipped. As a whole, the schools are provided with adequate training facilities, and for this reason are able to do the best work. Attention is called to the fact that the normal schools are influencing for good the teaching force of the State. Of the 13,905 different teachers employed in the public schools during the last year, 6,498, or 46 per cent. of the whole number, had received normal instruction. The outcome must be better work and better conditions in all parts of the State.

Except in the advanced classes at Bridgewater, there is little attempt to train teachers for high school work. In the judgment of the Board, it is wise to confine such work, so far as

possible, to this one school. At Bridgewater the classes are sufficiently large to awaken interest, the traditions of the school favor this grade of work, and there is at hand a body of teachers trained especially in this service. In no other of the normal schools can this work be done to equal advantage. It would seem wise, therefore, if at any time there should be a greater demand for this kind of training, for the State to meet this demand by increasing the facilities at Bridgewater, rather than by building or aiding a new school.

The training of teachers for the public schools, below the high school grade, is developing year by year, especially along professional lines. The opportunities for this work have increased of late with the better preparation of the entering classes. There is hope also that "child study," which has secured much attention for some years past in educational circles, will soon become a little less like the original earth, said to have been "without form and void," and so be an actual help in this work; or at least serve to convince those in training that the development of a child and not of a subject is the real end in teaching.

To give, in a general way, a just idea of the comparative standing of the Massachusetts normal schools, it is only necessary to say this: individual teachers can be found in normal schools outside of this State whose work is equal, but not superior, to that of the most efficient teachers in corresponding departments in our own schools; but the average instruction in the Massachusetts normal schools is more professional and effective, while our model and practice schools are in all respects superior. The buildings used in Massachusetts for this work are, in construction, light, heat, ventilation and equipment, in striking contrast of excellence to those found elsewhere; and the general idea and method of training pupil teachers is more direct and promising. Even where the method is much the same, the execution in the Massachusetts schools is more effective. Our normal schools, therefore, need not fear comparison with the best which other States have to offer. In excellence of equipment, in instruction, in the mature grasp of the whole question, in the training offered to pupil teachers, it is a conservative judgment to say that Massachusetts leads.

But this is far from even an intimation that the work is complete. The best has not been done, or even conceived. Cicero once said "that no life should be called long while there was anything beyond." In a work so vital as the training of teachers, the Board might almost say that nothing ought to be called good, if anything better be possible. It is true that the present has a note of encouragement, but only because and so far as the principals and teachers of our normal schools are anxiously seeking to make their work wiser in purpose and finer in spirit. No other educational work can be more important than the training of teachers; but for success therein there must be not only an earnest use of all we have now, but "an earnest discontent," which will constantly urge to better work.

INSPECTION OF NORMAL SCHOOLS.

Certain changes are suggested and urged as important. The Board of Education should have the means at its disposal for making at once a thorough examination of the normal schools, and a careful comparison of their work with the work of similar institutions in other States. Progress must be largely dependent upon knowledge of present conditions and of possible improvements. Such an examination and comparison as is here suggested would supply both, and give the inspiration needed to make the possible actual. The special committee of the Board, to which reference has been made, will report plans for the permanent care of the normal schools. What is urged in this connection is that, as a preparatory step, an examination should be made by some one of large practical knowledge, clear and independent judgment. An examination, thus conducted, would have great weight, would be of much present benefit to the schools and would remove many difficulties, and, for this reason, would double the chances of success for any permanent arrangement which may be made. The Board is confident that a man with the qualifications mentioned can be readily found for this service.

Then, at the end of the course of study and training there should be a special examination of all those who are candidates for diplomas. It may be claimed that such an examination in the case of those who have given but two years to the whole

work should, as now, be left to the principals ; if this be granted, it would seem no more than simple justice that those who have given extra time to the work, in order to secure a more complete preparation, should have the benefit of an examination conducted in part at least by some competent person not connected with the school directly. This examination should be careful, just, discriminating and complete. It should indicate possible as well as actual attainments, both in scholarship and character. Scholarly habits and tastes, moral ideas and mental tendencies, should be as much insisted upon in such an examination as the mastery of certain specified subjects. In these cases a special diploma might be given. Massachusetts cannot afford to award her highest approval unless the applicant can furnish ample evidence that he or she is a scholar by choice and practice ; that the habitual temper of the mind is broad, just and generous ; that the professional zeal is likely to be more enduring than the love of money ; that there is a clear and strong sense of right, and some promise of that gracious personality which gives to criticism all the kindness of approval. On the other hand, these things make so important a part of any teacher's qualifications that they should receive special recognition.

In this connection the Board may well urge that the teachers whom it is seeking to train in this broad, royal and living way, as well as all others who serve the Commonwealth with unselfish zeal and intelligent purpose, be given ampler grounds, better buildings, fuller equipment, and especially a salary sufficient to afford some protection and comfort in the years when heart and strength must refuse to continue the service.

JOEL D. MILLER.

KATE GANNETT WELLS.

CLINTON Q. RICHMOND.

GEORGE I. ALDRICH.

ELMER H. CAPEN.

ELIJAH B. STODDARD.

GEORGE H. CONLEY.

AGENTS OF THE BOARD,—THE NATURE AND SCOPE OF THEIR WORK.

[Report by a Committee of the Board.]

To the Board of Education.

The undersigned, a committee appointed by the Board to consider the subject of the employment of agents and to indicate a definition of the nature and scope of their work, have given diligent attention to the subject, and beg leave to submit the following report : —

1. We recommend the employment of an agent whose field of operation should be mainly in the western part of the State, and that his work should be distributed as follows : —

(a) General agency work, retaining many of the features of such work as it has been carried on almost from the beginning of the employment of agents. The field is one in which there is still a large amount of such work to be done.

(b) Attending to such duties as may fall to him in connection with the teachers' institutes now held under the direction of this Board.

(c) Approving in the smaller towns the qualifications of teachers who are to receive, in addition to the local salary, two dollars a week from the income of the school fund. This work should be done by all the agents in their respective fields, but most of it belongs to the western counties, and will take a large part of the time of the agent to whom the field is assigned.

(d) Examining and approving high schools as required by the law of 1902.

2. They recommend the employment of an agent whose principal specific work shall be the inspection of high schools. His duties would be as follows : —

(a) To examine and approve the character of high schools as required by the law of 1902, except those assigned to other

agents, and to continue the inspection of high schools as at present.

(b) To render assistance to the district superintendents in the organization and work of their districts.

(c) To render assistance in connection with the teachers' institutes.

(d) To do general agency work as from time to time he may find opportunity and perceive the need.

3. They recommend the appointment of an agent with duties substantially as follows: —

(a) The examination and certification of teachers, it being the belief of the committee that as far as possible the statutory requirement in regard to such examination should be systematically carried out. If this effort is conscientiously made, it will undoubtedly require the larger part of the time of this agent.

(b) The keeping of a careful register of all the teachers examined and approved, as well as of all persons graduating from the normal schools, together with a full statement of the qualifications and experience of the respective candidates eligible for appointment as teachers. This registration should be open to the inspection of school officials in search of teachers in any part of the Commonwealth.

(c) In addition to the work of examination and approval, he should be an assistant to the secretary, rendering such aid and performing such services as the secretary may from time to time direct.

(d) Incidentally, this agent should also be ready to assist by advice and counsel the district superintendents in any portion of the Commonwealth not reached by other agents.

(e) He should also be expected to attend the institutes and assist in their work as far as it is practicable in connection with his other duties.

4. The committee advocate the employment of an agent to examine into the condition of industrial drawing, and to give instruction and advice as he is able throughout the State; to visit the Normal Art School, and to perform such services as he can in connection with the institutes. In view of the fact, however, that supervisors of drawing are to be employed very

generally in the cities and larger towns, the committee advise that the services of the present assistant agent for the promotion of industrial drawing be dispensed with.

5. The committee are of the opinion that there should be an agent of the board whose duty it shall be to inspect or supervise the normal schools. The increase of normal schools to the number of ten, all of them large and important, makes it seem to the committee almost indispensable that they should be under constant inspection, and that the Board of Education should have frequent reports of the condition of these schools, together with expert judgment as to the ability and value of the work of the several teachers. It must be obvious that the performance of the duties indicated under this head would require the entire time of a man of unusual ability, pedagogical training and experience. The committee, therefore, recommend that the Board include in its estimates for the coming year an amount sufficient to defray the expenses of travel and salary of said agent, — say about four thousand dollars or four thousand three hundred dollars, — three thousand five hundred for salary and five to eight hundred for traveling expenses.

Respectfully submitted,

ELMER H. CAPEN.
GEORGE H. CONLEY.
GEORGE I. ALDRICH.

In Memoriam.

ALICE FREEMAN PALMER.

Alice Freeman Palmer, a member of the Massachusetts Board of Education, was born in Colesville, N. Y., Feb. 21, 1855, and died in Paris, France, Dec. 6, 1902. In 1872 she left the town of her birth to enter the University of Michigan, from which she graduated with honor in 1876. As a teacher in the Ottawa high school of Illinois during a part of her junior year, in the Geneva Lake Seminary, Wis., after graduation, and subsequently at Saginaw, Mich., in fitting students for the

University of Michigan, she won an excellent reputation. In 1879 she was appointed professor of history at Wellesley College. During the absence of the president of the college in Europe she was made vice-president, with the duties of acting president. In November, 1881, at the age of twenty-six, she was promoted to the presidency. She had already earned since graduation the degree of M.A. from the University of Michigan. To this degree the university, in 1883, added that of Ph.D. From Columbia College, in 1887, came the degree of Litt.D.; and from Union College, in 1895, that of LL.D. In 1887, she resigned the presidency of Wellesley College to become the wife of George Herbert Palmer, professor of philosophy at Harvard University. Appointed by Governor Ames in 1889 a member of the Massachusetts Board of Education to fill out an unexpired term, by Governor Greenhalge in 1894 for a second term, and by Governor Crane in 1902 for a third term, she gave thirteen years of honorable service to the Commonwealth. During a portion of each year from 1892 to 1895 she discharged the duties of dean of the women's department of the University of Chicago. In 1892 she was appointed by Governor Russell a member of the Board of World's Fair Managers of Massachusetts. Mrs. Palmer was associated in various capacities with numerous educational and philanthropic enterprises. Whatever engaged her interest felt the inspiration and charm of her ideals and of her eloquent and persuasive presentation of them. Far beyond the usual measure of cultured and brilliant women her young life was full of responsibility, usefulness and honor. The superstructure of achievement and influence here simply outlined bears impressive witness to the solidity, the breadth, the enduring nature of the foundations on which it securely rests.

REPORTS
OF THE
BOARDS OF VISITORS
OF THE
NORMAL SCHOOLS.

STATE NORMAL SCHOOL, FRAMINGHAM.

HENRY WHITTEMORE, PRINCIPAL.

INSTRUCTORS IN THE NORMAL SCHOOL.

HENRY WHITTEMORE,	Psychology, school laws of Massachusetts, school organization and government.
AMELIA DAVIS,	Mathematics, astronomy.
ANNA M. CLARK,	Natural and physical sciences.
FREDERIC W. HOWE,	Chemistry.
LOUISA A. NICHOLASS,	Household arts.
SAMUEL C. PRESCOTT,	Bacteriology.
LILLIAN A. ORDWAY,	Geography and Latin.
M. ELIZABETH HOLBROOK,	Hlstory and civil polity.
MARY C. MOORE,	English language and literature.
MARY H. STEVENS,	French.
JANE E. IRESON,	Elocution and reading.
CHARLES F. WHITNEY,	Drawing.
FREDERIC W. ARCHIBALD,	Singing.
MARY BENNETT,	Gymnastics.
SUSAN M. EMERSON,	Sloyd.

INSTRUCTORS IN THE PRACTICE SCHOOL.

SUSAN M. EMERSON,	Ninth grade.
ANTOINETTE ROOF,	Seventh and eighth grades.
NELLIE A. DALE,	Fifth and sixth grades.
ALICE V. WINSLOW,	Third and fourth grades.
ELIZABETH A. MALLOY,	First and second grades.
PHOEBE M. BEARD,	Kindergarten.
BLANCHE E. HENSHAW,	Second and third grades.
LEILA J. WEBSTER,	Seventh grade.

WELLS HALL.

Since the completion of Wells Hall, in September, the school is excellently equipped for its work. The gymnasium, with its baths, is in the basement. The kindergarten and the sloyd room on the second floor are both large and sunny, and meet the need for increased accommodations for their many pupils. The two laboratories are on the second floor, and the large drawing room is on the third floor, that the northern light can thus be utilized for it, while other class rooms are on both the second and third floors.

The hall is connected by a covered bridge leading from the second story to May Hall, the passageway on the ground being left free for vehicles.

No simpler or more convenient building than this one has ever been better erected for so small a sum of money by the architects, Stickney & Austin, of Boston and Lowell.

The grading, necessitated by the steep hill back of the Wells Hall, has been done under the supervision of the principal.

ENLARGEMENT OF PRACTICE SCHOOL FACILITIES.

By an arrangement with the school committee of Framingham, under the direction of their superintendent, Mr. Samuel F. Blodgett, all the schools in Framingham Centre, in which pupil teachers can be trained, have been placed under the care of the State Board. Two rooms in the stone building, next to the high school, have also been assigned by the school committee for the use of the practice school, in addition to those in May Hall. Never before has the normal school of Framingham been so well provided with rooms, which now enables us to separate the grades and to give each pupil more individual attention. O. W. Collins, M.D., chairman of the school committee, and Mr. Blodgett as superintendent, have been most wise and helpful in facilitating these arrangements.

HOUSEHOLD ARTS.

The unity and harmony of the school is felt throughout its academic studies and in its social intercourse. Yet in no single department is this more visible than in that of the household arts, which is an integral part of the school, not a department set off by itself. This closeness of connection is due to the fact that the household arts pupils take their chemistry, physics and physiology in connection with the regular classes in these subjects, and that Mr. Whitney, in teaching drawing to the household arts pupils, makes his instruction deal with the home application of art. Many of the pupils also elect advanced French and music, in addition to the household arts course.

Some of the written replies to the question asked of them concerning their opinion of the value of such a course are worth quoting: "The one thing that impresses me in this department is the application of the sciences in connection with the home life." — "When I finish my course, I hope to be able to do one of the most essential things in life, — direct and

control a home or teach others how to do it." — "We learn that the excellence in detail which builds the perfect whole is a matter of careful attention, not to take the mere statement of a fact without proof that it is so." — "Household arts brings about a correlation of head and hands, making the doing of things no longer just a physical drudgery." — "In our practice classes (pupils from the public schools) we learn how to give this knowledge to others, that they may apply it in their own homes." — "We are training teachers to teach children good methods, which they will practise in their homes." Such answers indicate the far-reaching effect of this training in its effects upon the pupils as future teachers and home makers, and through them upon the community, and place it in line alike with philanthropy and pedagogy.

HEALTH CONDITIONS.

Much care and time are devoted to the improvement of the health of the pupils, not merely through school gymnastics, golf and tennis, but by daily, careful observation of the habits of the scholars, and by conversation with them personally through Miss Bennett, instructor in physical culture, her written records concerning the pupils being inspected in turn by L. M. Palmer, M.D., who is the appointed physician of the school.

SPECIAL STUDENTS AND CLASSES.

During the year there have been nine special students in the school, four of whom have been college graduates. These special pupils act as an incentive to the normal girls towards higher work, and they also give increasing delight to the faculty, as they find themselves working with those who are more nearly on their own intellectual plane. There has been a very large number of teachers from the surrounding towns in the classes which have been formed for teachers on Saturdays. The attendance of many of these teachers was constant, and their attention was marked with much zeal and earnestness. Some of them pursued a general course, taking what they needed most for their work in school, while others specialized. At the end of the year a certificate was awarded to nine teachers for work in different subjects.

NEED OF ADDITIONAL ROOM FOR A WORKSHOP.

Owing to the many buildings now connected with this normal school, there will be imperative need in the near future, probably next year, for increased room for a workshop, especially in connection with wood; with such machinery in the way of saws and lathes as will permit the men connected with the school to do much work which, if done outside, will cost far more than if done by those regularly employed in the school. Such men as are now working with us can make, during the school year or in vacation, most of the repairs upon the buildings in connection with the steam apparatus and electrical appliances of whatever description, and can do the ordinary painting and the carpenter work in connection with plumbing.

LECTURES.

The following lectures and concerts have been given during the year: by Rev. Calvin Stebbins, Framingham, "The Life of John Milton," "Paradise Lost," "Oliver Cromwell and the Ironsides Regiment;" by Mr. Edward Howard Griggs, "The Dynamic Character of Personal Ideals," "The New Social Ideal," and "The Problem of Democracy;" by Secretary F. A. Hill of the Board of Education, "Seven Lamps for the Teacher's Way;" by Rev. Mr. Martin, "Old Pictures of Florence;" by Mr. C. J. Maynard, "Principles of Evolution," "How to study Birds," "The Song of Birds," "Some Common Bird Families," "Some Unusual Birds," the lectures being followed by field excursions with the students; and by Mr. Henry T. Bailey on "The Piety of the Senses." A public concert was given by the glee club, and also a Mendelssohn recital, with an essay by a pupil, both occasions being under the direction of Mr. Archibald, instructor in music. Rev. E. Winchester Donald, D.D., rector of Trinity Church, Boston, gave a rarely inspiring address to the school on graduation day in June.

GIFTS.

The class of 1902 upon their graduation presented the school with a plaster cast of the eastern frieze of the Parthenon. Mrs. Wells sent a large framed photograph of "The Interior of Saint Sophia."

STATISTICS.

1. Number of pupils admitted, September, 1901, 112. Number who graduated in June, 1902, two years' course, 59; of this number, 45 graduated from the regular two years' course and 14 from the department of household arts. Certificates were given to 4 for one year's special course, and to 9 for Saturday work in teachers' classes. Whole number of pupils for the year 1901-1902, 194; including the teachers' classes on Saturdays, 203.

2. Average age of those admitted in September, 1901, 19 years and 8 months.

3. Occupations of parents: mechanics, 52; laborers, 21; merchants, 16; farmers, 14; agents, 7; manufacturers, 4; superintendents, 2; contractors, 3; instructors, 2; clergymen, 2; cattle dealer, journalist, deputy sheriff, real estate, broker, architect, lawyer, policeman and undertaker, 1 each; total, 112.

4. Residences of 112 pupils admitted in September, 1901; Massachusetts, — Middlesex County, 58; Worcester County, 23; Norfolk County, 8; Essex County, 6; Suffolk County, 4; Bristol County, 3; Hampshire County, 2; Hampden County, 1; total, 105. From other States, — 1 each from Maryland, New York, New Hampshire, Vermont and Maine; 2 from Colorado; total, 7. From Massachusetts, 105; from other States, 7; total, 112.

KATE GANNETT WELLS,

GEORGE H. CONLEY,

Board of Visitors.

STATE NORMAL SCHOOL, WESTFIELD.

CLARENCE A. BRODEUR, PRINCIPAL.

INSTRUCTORS IN THE NORMAL SCHOOL.

CLARENCE A. BRODEUR,	School law, school economy and principles of teaching.
CHARLES B. WILSON,	Natural science.
WILL S. MONROE,	Psychology, history of education and geography.
LOUIS B. ALLYN,	Arithmetic, physics and chemistry.
STERRIE A. WEAVER,	Vocal music.
Mrs. ADELINE A. KNIGHT,	English and history.
EDITH S. COPELAND,	Drawing.
EDITH L. CUMMINGS,	Manual training and gymnastics.

INSTRUCTORS IN THE TRAINING SCHOOL.

GEORGE W. WINSLOW,	Principal.
ALICE M. WINSLOW,	Ninth grade.
M. HARRIET DAY,	Ninth grade.
ANNA M. DOWNEY,	Eighth grade.
MARION R. WINKLEY,	Eighth grade.
LUCIA A. COLEMAN,	Seventh grade.
ELLA J. DOWNEY,	Seventh grade.
EDITH M. ROBBINS,	Sixth grade.
FRANCES L. PARSONS,	Sixth grade.
E. ABBE CLARK,	Fifth grade.
FLORENCE S. WILEY,	Fourth grade.
FRANCES L. FOSTER,	Fourth grade.
FLORENCE P. AXTELLE,	Third grade.
EUNICE M. BEEBE,	Second grade.
EMMA L. HAMMOND,	First grade (kindergarten).

GENERAL WORK OF THE SCHOOL.

The general character and methods of instruction which have been characteristic of the Westfield Normal School have not been materially modified during the past year. Emphasis has been laid upon sound scholarship no less than in the past; perhaps greater prominence has been given to personality and sympathy as elements in the equipment of a teacher. It is frequently true that in such schools as this the individuality of a pupil is lost in an effort to make teachers out of classes of students. This ought never to be so. All subjects should be presented with their schoolroom application prominent.

CHANGES IN TEACHERS.

During the past year there has been but one change in the teaching force of the normal school, — Miss Mildred Hunter, now Mrs. Edmund L. Sinnott, who resigned in May after several years of successful work, was succeeded by Mr. Louis B. Allyn. There have been four changes among the teachers employed in the practice schools: Miss Margaret C. Doherty and Miss Elizabeth C. Jarrold resigned near the close of the school year, — it has been possible to so consolidate schools as to make it unnecessary to fill the vacancies thus caused; Miss Jennie E. Stoddard, teacher of grade 8, who resigned to accept a position in Newton, was succeeded by Miss Lucia A. Coleman, formerly of Chicopee; and Miss Louise Wellman, who resigned to accept a better position in the Penn Charter School at Philadelphia, was succeeded by Miss M. Harriet Day of Springfield.

PERMANENT IMPROVEMENTS IN PLANT.

During the last twelve months the boilers in the normal school building have been renewed, — an inside rusting of the sections made necessary an expenditure of \$1,200; the concrete walks around the building and grounds have been re-covered, at an expense of \$300; and the walls and ceilings throughout the building have been tinted. These expenditures have been met by the special appropriation of \$2,000 made by the Legislature of 1902. In addition to these imperative improvements, a suitable office for the principal has been equipped in the northeast corner on the second floor; a lunch room, where students who go to and from the school on the electric cars may be suitably cared for, has been equipped in the southwest corner on the second floor; and the new Nernst electric lights have replaced the gas lights in about half the building. These needed additions have been made from the regular appropriation for the support of the school.

SATURDAY CLASSES.

The work of the year 1902–1903 is so planned that courses of instruction in basketry, English composition, English

literature, history of education and zoölogy are given on successive Saturdays. This makes it possible for the school to be of use to teachers *in service*; it is thought that these classes will increase in value as teachers come to understand how much may be accomplished in connection with their daily tasks. At the present time 70 students are enrolled in these Saturday classes.

DICKINSON HALL.

The Legislature of 1901 appropriated \$50,000 and the proceeds of the sale of the present boarding hall for the erection of a new dormitory; an addition of \$25,000 was appropriated by the Legislature of 1902. A plot of ground adjacent to the school campus has been selected, and at the present time the new building is in process of erection. It will be built so as to accommodate 70 students. Special attention has been given to the comfort and convenience of those who are to make their homes temporarily therein. The rooms are arranged in suites of three for every two girls, thus giving to every student the privacy of her own bed room, together with the advantages of rooming with another student. The parlors, library and dining room are large and pleasantly situated; effort has been made to provide in the new building the things that have been so much needed in the old. The new dormitory will be called Dickinson Hall, in honor of John W. Dickinson, who was the principal of this school during the years 1856-77, and was afterwards secretary of the State Board of Education. It is to be completed by June 1, 1903, and will be occupied by students the following September.

STATISTICS.

The statistics for the year 1901-1902 are as follows:—

1. Number of pupils admitted to the Westfield Normal School since its organization, 4,463; number graduated since 1855, 1,754. Number graduated in June, 1902, 55 women. Present number of pupils, 126; including those enrolled in Saturday classes, 196. Number examined for admission in 1902, 73; number rejected, or who did not enter, 13; number entering in September, 1902, 60.

2. Average age of pupils admitted 1902, 19 years, 1 month, 16 days.

3. Residences, by States and counties, of those who entered in September: Hampden County, 43; Hampshire County, 6; Berkshire County, 2; Essex County, 1; Franklin County, 4; Worcester County, 2; total from Massachusetts, 58; Connecticut, 1; Vermont, 1; total number, 60.

4. Residences, by towns, of those who entered in September, 1902: Holyoke, 16; Springfield, 13; Westfield, 5; Montague, 4; Chicopee, 3; West Springfield, 3; Amherst, Easthampton, Southampton and Warren, 2 each; Agawam, East Longmeadow, Lenox, Lynn, Palmer and Pittsfield, 1 each; Collinsville, Conn., and Dummer, Vt., 1 each; total number, 60.

5. Occupations of parents: merchants and traders, 9; mechanics, 8; laborers, 8; farmers, 6; foremen and overseers, 4; firemen, 3; other occupations, 4.

6. Number of volumes added to the reference library during the year 1902, 80; total number of volumes in the library, 4,000.

JOEL D. MILLER,
CLINTON Q. RICHMOND,
Board of Visitors.

STATE NORMAL SCHOOL, BRIDGEWATER.

ALBERT G. BOYDEN, PRINCIPAL.

INSTRUCTORS IN THE NORMAL SCHOOL.

ALBERT GARDNER BOYDEN,	Educational study of man, the principles and the art of teaching, school organization, school government, school laws of Massachusetts and the history of education.
ARTHUR CLARKE BOYDEN, vice-principal, . . .	Natural science, history and civil polity.
FRANZ HEINRICH KIRMAYER,	Latin, Greek, French, German.
WILLIAM DUNHAM JACKSON,	Physical science, mathematics, English literature.
CHARLES PETER SINNOTT,	Geography, physiology and hygiene, physical science.
HARLAN PAGE SHAW,	Chemistry, mineralogy, industrial laboratory.
FRANK ELLIS GURNEY,	Classics, geometry, astronomy.
ISABELLA SARA HORNE,	Vocal culture and reading.
CLARA COFFIN PRINCE,	Vocal music, algebra.
FANNY AMANDA COMSTOCK,	Arithmetic, botany, geometry.
MARY ALICE EMERSON,	English.
ELIZABETH HELEN PERRY,	Drawing.
LILLIE EVELINE MERRITT,	Assistant in drawing.
BESSIE LOUISE BARNES,	Physiology and hygiene, physical training.
LILLIAN ANDERSON HICKS,	Supervisor of practice work in the model school.

INSTRUCTORS IN THE MODEL SCHOOL.

BRENELLE HUNT,	Principal.
ADELAIDE REED,	Ninth grade.
MARTHA MAY BURNELL,	Eighth grade.
SARAH VINETTA PRICE,	Seventh grade.
NELLIE MABEL BENNETT,	Sixth grade.
JENNIE BENNETT,	Fifth grade.
MARY LUCINDA WALLACE,	Fourth grade.
SARAH WHEATON TURNER,	Third grade.
ANNIE LAWRIE SAWYER,	Second grade.
FLORA MAY STUART,	First grade.
CLARA RACHEL BENNETT,	First grade.

INSTRUCTORS IN THE KINDERGARTEN.

ANNE MORGAN WELLS,	Principal.
FRANCES PLYMPTON KEYES,	Assistant.

The aims of the school, which were set forth in the last report, have been vigorously pursued during the past year, and with a large measure of success. The school has steadily

improved the quality of its work, and has increased somewhat the quantity ; but it has not, and never will have, reached the condition in which it can rest upon what it has accomplished. Every year of progress bears witness to the necessity of better equipment in some lines, of advancing ideals in its work and of greater wisdom and skill in their pursuit. The instructors of the school are fully aware of these needs, and are earnestly using the increasing power of added years of experience to keep up to date in their work.

The establishing of higher ideals of public education requires continued strenuous effort. Sixty years ago, when Horace Mann began his labors in behalf of the public schools of Massachusetts, the function of the public school teachers was “to impart a knowledge of the three R’s to the children committed to their care ;” to-day it is to incite children to live, to stimulate and direct the unfolding and perfecting of young human lives. The Bridgewater Normal School, one of the first three State normal schools to be established in America, — which were the first fruits of Horace Mann’s appointment to the secretaryship of the Massachusetts Board of Education, — has borne an honorable part in raising the standard of instruction in the public schools of the State.

The school has completed sixty-two years of its life, under the administration of three principals. It was established in Bridgewater, and has steadily continued to increase its influence from its opening to the present time. The average attendance per term for the first decade of its life was 53 ; for the second decade, 74 ; for the third, 92 ; for the fourth, 155 ; for the fifth, 190 ; for the sixth, 245 ; and for the last two years, 268. Its students come from every county in Massachusetts and from other States.

The whole number of students who have been members of the school is 5,030 ; 66 per cent. of these students have received certificates or diplomas. Careful inquiries show that 98 per cent. of the graduates have engaged in teaching, and 95 per cent. of all who have attended the school have taught. Two thirds of the last graduating class were engaged to teach before they were graduated, by superintendents who came to the school for teachers during the last two months of the year.

The residence halls are fully occupied. The number of students in attendance in September, 1902, was 273. It was found necessary to find rooms for 16 of these students outside, for lack of rooms in the residence halls. More rooms and a hospital department are needed.

The appropriation made by the last Legislature for the purchase of the church green on the other side of the street, opposite the front of the school building, has been expended for that purpose. This land is a valuable addition to the school property, and is well adapted to the location of new buildings. A new concert grand pianoforte has been purchased for the assembly hall with the funds provided in the last annual appropriation for current expenses.

At the close of the school year Miss Hannah E. Turner, for several years teacher of the seventh grade in the model school, resigned her position, that she might care for her aged parent; and Miss Sarah V. Price, who had previously taught this grade one year, was appointed to succeed Miss Turner. The increase of pupils in the first grade of the model school made it necessary to furnish a room for another first grade, to which Miss Clara R. Bennett was transferred from the second grade, and Miss Annie L. Sawyer, a recent graduate of the school, was placed in charge of the second grade for the coming year.

The members of the last graduating classes presented to the school three large carbon photographs, two to be hung in the assembly hall and one on the ladies' stairway.

Physical training is indispensable to the complete command of the body as the instrument of the mind. The most pressing need of the school at the present time is a better equipment for physical exercise and physical training. A new gymnasium is urgently needed for keeping up the physical health of the school during the colder months of the year, when sufficient outdoor exercise is impracticable, and for adequate physical training. The argument for a new gymnasium was made last year; it is not necessary to repeat it now. It is urgently recommended that an appropriation for a new gymnasium building, to be erected upon the lot recently purchased, be asked for at the coming session of the Legislature. This provision will greatly increase the efficiency of the school, both physi-

cally and mentally. We also need an appropriation for a dynamo of sufficient power to run electric lanterns for stereopticon projections.

The statistics of the school for the year ending Aug. 31, 1902, are as follows:—

1. Number of students for the year, 261, — 35 men, 226 women; number in the entering class, 125, — 7 men, 118 women; number of graduates for the year, 73, — 14 men, 59 women; number receiving certificates for special courses, 24, — 2 men, 22 women.

2. The whole number of students who have been members of the school is 5,080, — 1,307 men, 3,723 women. The number who have received certificates or diplomas is 3,327, — 877 men, 2,450 women; of whom 278 have graduated from the four years' course, — 144 men, 134 women.

3. Of the 261 members of the school for this year, Plymouth County sent 73; Bristol, 40; Norfolk, 40; Middlesex, 28; Barnstable, 16; Essex, 12; Suffolk, 9; Worcester, 9; Hampden, 4; Dukes, 2; Hampshire, 2; Berkshire, 1; Franklin, 1; the State of New Hampshire, 14; Maine, 4; Vermont, 4; New York, 1; Syria, 1. Total from Massachusetts, 237, 13 counties and 90 towns being represented; other States and countries, 24.

4. The distribution of the students for the year was as follows: special courses, 30, — 3 men, 27 women; four years' course, 45, — 18 men, 27 women; intermediate course, 37, — 10 men, 27 women; two years' course, 149, — 4 men, 145 women.

5. The average age of those admitted was 20 years and 4 months; of special students, 26 years and 2 months; of students entering upon regular courses, 19 years.

6. Of the 125 admitted, 6 came from colleges, 7 from normal and training schools and 112 from high schools and academies; 29 had taught previous to coming.

7. The occupations of the fathers of those admitted were given as follows: mechanics, 27; merchants, 18; farmers, 18; bookkeepers and clerks, 9; professional men, 6; contractors and builders, 5; agents, 4; laborers, 4; superintendents and foremen, 3; engineers, 2; manufacturer, designer, policeman, constable, sea captain, proprietor of restaurant, hostler, sexton, gate tender, 1 each; retired, 3; not living, 17.

8. Of the 125 students admitted, Bridgewater sent 8; Brockton and Fall River, 7 each; Somerville, 6; Boston and Taunton, 5 each; Hingham and Rockland, 4 each; Abington, Falmouth and Gloucester,

3 each; Arlington, Chatham, Franklin, Holbrook, New Bedford, Newton, Norwood, Waltham, Weymouth and Whitman, 2 each; Barnstable, Brewster, Bourne, Carver, Chelsea, Dartmouth, Dedham, Dighton, Edgartown, Hanson, Hatfield, Hull, Hyde Park, Leominster, Ludlow, Lynn, Mansfield, Mattapoisett, Maynard, Medford, Melrose, Methuen, Middleborough, Milton, Northfield, Norton, Pepperell, Plymouth, Provincetown, Quincy, Randolph, Sandwich, Southbridge, Stoughton, Walpole, Warren, Westborough, West Bridgewater, West Tisbury, Winchester and Winthrop, 1 each; New Hampshire, 5; Vermont, 4.

GEORGE I. ALDRICH,

For the Board of Visitors.

STATE NORMAL SCHOOL, SALEM.

WALTER P. BECKWITH, PRINCIPAL.

INSTRUCTORS IN THE NORMAL SCHOOL.

WALTER P. BECKWITH,	Theory and practice of teaching, history of education.
ELLEN M. DODGE,	English literature.
HARRIET L. MARTIN,	Geometry, algebra.
JESSIE P. LEAROYD,	Botany, English.
CHARLES E. ADAMS,	Chemistry, physics.
CHARLES F. WHITNEY,*	Drawing and astronomy.
WILLIAM C. MOORE,*	Mineralogy, geology, geography.
M. ALICE WARREN,	Biology, physiology, physical training.
VESTA H. SAWTELLE,*	Music.
ISABELLA G. KNIGHT,	Library.
GERTRUDE B. GOLDSMITH,	Biology, psychology.
FANNIE B. DEANE,	History, English.
SARAH L. BAKER,*	Arithmetic, English literature.
MABEL L. HOBBS,*	Assistant in geography.
HELEN H. ROGERS,	Reading, physical training.
BESSIE P. KNIGHT,*	Special assistant.

INSTRUCTORS IN THE MODEL SCHOOLS.

MAUD S. WHEELER,	Fifth to eighth grades.
MABEL T. BURNHAM,	Fifth to eighth grades.
MAUDE M. BRICKETT,	Fifth to eighth grades.
CASSIE L. PAINE,	Fourth grade.
MARY E. JAMES,	Third grade.
D. FRANCES CAMPBELL,	Second grade.
HELEN M. DILLINGHAM,	First grade.
LOUISE FARRINGTON,	Kindergarten.
HELEN L. GRAY,	Kindergarten (assistant).

MEMBERSHIP AND ADMISSIONS.

The total membership of the school was 238, of which number all but 12 were pursuing the usual two years' course. The accommodations of the school are now used practically to their full extent, and have been during the past three years. No material increase of membership is practicable ; at the same time, it seems improbable, in view of the large population naturally served by this school, and of its apparent popularity, that any material decrease is likely to occur. It therefore seems

* These teachers also teach, or directly supervise portions of the teaching, in the model schools.

likely that the present membership will be maintained without substantial change. It has been found necessary, in order to avoid overtaxing the facilities of the school and a consequent unwise crowding, to apply the entrance tests with considerable strictness. For the past two years about twenty per cent. of the applications for admission have been rejected. It is found by experience that many high schools are co-operating in a practical manner with the policy which renders necessary a higher standard, and students not likely to be successful in their admission examinations are frequently dissuaded from attempting the same. The result has been that, at the last examination in particular, by far the best results ever observed were secured; and it is hoped that these effects will be found to obtain in the quality of the new class.

RECENT GRADUATING CLASSES AND THEIR EMPLOYMENT.

The size of the graduating class at the end of the year made a new record for this school. Ninety-three persons received the diploma of the school for the completion of the two years' course, and 6 received certificates for a year's work. It may be interesting to note the record of the past few years:—

In January, 1897 (the last of the mid-year graduations), there were 9 graduates.

In June, 1897, there were 46, and 1 from the advanced course.

In June, 1898, the graduating class numbered 47, with 1 from the advanced course.

In June, 1899, the graduates were 55 in number, besides 2 from the advanced course and 2 who received certificates for one year's work. At this time the advanced course was dropped from the work of the school.

In June, 1900, there were 80 graduates, and 7 received certificates.

In June, 1901, the class included 81 members, and 4 received certificates.

In the absence of material changes in the situation, the number graduated in 1902 is not likely to be surpassed, if indeed it is soon equalled.

The graduates continue to find ready employment. It is an

infrequent occurrence for a promising graduate of six months' standing not to have found employment, unless some special and unusual circumstance marks the case. Several of the graduates of 1902 by their own choice have returned to the school the current year, for the sake of additional work in chosen lines or in the model schools.

CHANGES IN THE TEACHING CORPS.

More changes in the teaching force at the end of the year were rendered necessary than has been the case for several years. The resignations included Miss Mary A. Comey, Miss Florence M. Snell and Miss Florence P. Salisbury. In addition, Miss Maude M. Brickett, for two years an assistant in the department of geography, was transferred to one of the model schools. To fill these vacancies, Misses Fannie B. Deane, Sarah L. Baker and Helen H. Rogers were appointed regular teachers, and Misses Mabel L. Hobbs and Bessie P. Knight were appointed special assistants. The positions and duties of the new teachers are indicated with sufficient clearness in the list of instructors accompanying this report.

LIBRARY.

Few additions, less than would be desirable, have been made to the library, especially to those departments not classified as text-books. No apparatus beyond what has been necessary to make good unavoidable "wear and tear" has been purchased. A few maps and globes, particularly for use in the model schools, have been purchased, together with a small number of necessary text-books and absolutely indispensable books of reference.

MODEL SCHOOLS.

Another grade was added to the system of model schools, and the kindergarten was reopened the first of last November, both these steps being taken with the co-operation of the city of Salem. We were fortunate in securing Miss Helen L. Newton to take charge of the kindergarten, and regretted very much at the end of the year to learn that she had decided not to return. The work of the model schools has been carried on pleasantly and successfully. We believe that these schools

are mutually advantageous to the State and to the city, and the enlightened attitude of the local committee in regard to them has been the source of much satisfaction and pleasure.

Efforts are now being directed especially to the co-ordination of the work of the various departments of the normal school with the instruction in the model schools. Noticeable progress has been made in some departments, such as music, drawing and geography. Numbers and arithmetic are now receiving especial attention, language and grammar are not neglected, and history is in line. As yet, the course of study in these schools has not been put into printed form; some experimental steps have been taken; it is hoped before a great while that a fairly complete formulation may be possible. The work of the schools attracts many visitors.

The fact that so many of the normal school instructors regularly give instruction to classes of children in the model schools is one, we believe, of great value alike to teachers and pupils.

STATISTICS.

1. The entire number of students belonging to the school during the year was 238. Of this number, Essex County sent 153; Middlesex, 67; Suffolk, 16; Hampshire, 1. The State of Alabama sent 1. The whole number of students connected with the school since its opening in September, 1854, is 4,762.

2. The number of students admitted to the school was 118, of whom 111 were members of the junior class. Of these, 11 had had experience in teaching. Of the number admitted, Lynn sent 14; Salem, 13; Cambridge, 12; Peabody, 10; Haverhill, 9; Everett, 7; Danvers, 6; Beverly and Chelsea, 5 each; Boston, Ipswich, Andover, Gloucester, 3 each; Arlington, Essex, Marblehead, Malden, Medford, Newbury and Newburyport, 2 each; Melrose, Methuen, Reading, Revere, Rockport, Somerville, Swampscott, Wakefield, Winchester and Waltham, 1 each. One came from Alabama. The average age of those received into the junior class was 18 years, 9.5 months.

3. The following are the occupations of the fathers of the new students; merchants and salesmen, 26; mechanics, 35; farmers, 9; foremen or superintendents, 8; manufacturers, laborers, railroad employees and bookkeepers, 4 each; public officials, 3; watchmen, 5; clergymen and firemen, 2 each; teacher, fisherman, editor, musician, physician, auctioneer and lawyer, 1 each; no occupation, 5.

4. The number of graduates from the two years' course, June 25, 1902, was 93. Certificates for one year's special course were awarded to 6. The total number of graduates of the two years' course, in 88 classes, is 2,534; the number of those receiving certificates for one year's special course, 19.

ELMER H. CAPEN,
GEORGE I. ALDRICH,
Board of Visitors.

STATE NORMAL ART SCHOOL, BOSTON.

GEORGE H. BARTLETT, PRINCIPAL.

INSTRUCTORS.

GEORGE H. BARTLETT,	Historic ornament, principles of design in nature, blackboard illustration.
ALBERT H. MUNSELL,	Drawing and painting from the antique figure and life model, composition, artistic anatomy.
EDWARD W. D. HAMILTON,	Drawing and painting from the antique figure and life model, composition.
ERNEST L. MAJOR,	
ANSON K. CROSS,	Free-hand drawing, light and shade, perspective, model drawing theory.
RICHARD ANDREW,	
MERCY A. BAILEY,	Light and shade drawing from animal form, water-color painting from still life.
VESPER L. GEORGE,	Design, free-hand drawing, light and shade.
LAURIN H. MARTIN,	Applied design, laboratory work.
GEORGE JEPSON,	Descriptive geometry, mechanical drawing and shop work.
CYRUS E. DALLIN,	Modeling from antique and life, composition.
ANNIE E. BLAKE,	Modeling and casting, design in the round.
RALPH SAWYER,	Building construction, architectural drawing and design.
M. LOUISE FIELD,	Drawing in the public schools.
WILHELMINA N. DRANGA,	
MARY G. BATCHELOR,	
JOHN L. FRISBIE,	Ship draughting.

INCREASED SCOPE OF TEACHING.

Again has the Normal Art School been compelled to engage more time from Mr. Cross in Class A, from Mr. George in design and from Mr. Martin in arts and crafts; for, as the standard of the school has heightened, more applicants seek admission. Moreover, it is imperative that there should be an additional teacher in Class B, which includes nearly 140 pupils. He should be a man of such force and national reputation that he can impress the whole class by his personality and by his methods as artist and teacher. Such a teacher cannot be obtained without increasing expenditures; yet, unless more advanced instruction is furnished, the school cannot attain the excellence which it wishes to reach.

OFFICIAL RECOGNITION.

The medals received at various expositions in commendation of this school yield in interest only to a letter lately received

from the Director of Technical Instruction of France concerning the methods of classes A, B, C and D in the Normal Art School. The generous recognition awarded to this school at the conferences held last May by the architectural department of Harvard University was gratifying, especially in regard to the merit of its mechanical and constructive work.

A full exhibit of the work of the school will be made in its own building, at the time of the meeting of the National Educational Association in Boston, next July.

GENERAL WORK.

The instruction of the school has advanced along the same lines as in the past, though the larger number of those who remain beyond school hours to work in the studios or laboratory is cause for increasing gratification. With each year there is fuller appreciation at the school, not only of what the teacher of art owes to the public as its guide to beauty, simplicity and strength, but also of what should be embodied in the character of such a teacher.

PUBLIC SCHOOL CLASS.

This class has grown rapidly in numbers, and fortunately this year includes several young men, since men seem to be more desired than women for the positions of supervisors and superintendents. Certain is it, at least, that several towns have thus expressed their preference, possibly because the work of one who is supervisor in two or three adjacent towns is arduous, owing to the travel involved. The pupils of this class still continue to serve their apprenticeship, as it were, by observing and assisting as volunteers in the public schools of Boston, to which they are assigned by special arrangements that have proved of great benefit to the Art School. The pupils also now once a week take work in arts and crafts under Mr. Martin, that they may be better able to add the elements of beauty to the manual training work, which later many of them will be called upon to teach.

HEALTH OF THE SCHOOL.

The appointment of a physician, Dr. Charles S. Butler, to watch over the health of the pupils has worked admirably. They go to him freely for advice on his visits to the school,

his keenness often detecting symptoms in time to prevent any serious inconvenience arising from them. His continued observation of the scholars, after vaccinating many of them, was very satisfactory.

LECTURES.

A valuable course of lectures was given last winter by the principal to the whole school and the public, which attended in large numbers, on "The Illustrating Arts."

STATISTICS.

The statistics for the school from Sept. 23, 1901, to June 19, 1902, are as follows:—

1. Total number of students, 326,—males, 64; females, 262. Number in attendance at the present time (Oct. 22, 1902), 296.

2. Average age of students, 22.5 years.

3. Graduates in June, 1902: public school class, 15; class in mechanical drawing, 2; class in industrial drawing, 20; total, 37.

4. Appointments since Oct. 1, 1901, of past pupils to be teachers and supervisors of drawing which have been reported to date (Oct. 22, 1902), 38.

5. Number of students from the several counties of the State, 1901–1902: Barnstable, 1; Berkshire, 7; Bristol, 7; Essex, 24; Franklin, 2; Hampden, 5; Hampshire, 1; Middlesex, 95; Norfolk, 15; Plymouth, 10; Suffolk, 115; Worcester, 22. Students from other States are distributed as follows: Maine, 4; New Hampshire, 1; Vermont, 3; Rhode Island, 1; Connecticut, 4; New York, 2; Pennsylvania, 2; Ohio, 1; Illinois, 1; Wisconsin, 1; Minnesota, 1; Iowa, 1. Total from other States and Massachusetts for the year, 326.

6. Occupations of fathers of students, 1901–1902: professors, 15; insurance, 7; manufacturers, 12; contractors and builders, 12; merchants and traders, 44; farmers, 15; teachers, 3; mechanics, 22; commercial business, 8; other callings, 98; total, 236. Deceased, 81; retired, 9; total, 326.

KATE GANNETT WELLS,
GEORGE H. CONLEY,
E. B. STODDARD,

Board of Visitors.

STATE NORMAL SCHOOL, WORCESTER.

E. HARLOW RUSSELL, PRINCIPAL.

INSTRUCTORS.

E. HARLOW RUSSELL,	Theory and art of teaching, reading, psychology of childhood.
REBECCA JONES,	Elementary methods, supervision of apprentices, sewing, cooking.
CHARLES F. ADAMS,	Arithmetic, geography, geology, physics
HELEN F. MARSH,	Music, drawing.
ARABELLA H. TUCKER (clerk),	History of education, botany, penmanship.
OLIVE RUSSELL,	Assistant kindergartner.
ANNA P. SMITH (librarian),	Arithmetic, algebra, geometry, supervision of apprentices.
AMY L. BOYDEN,	Teacher of primary class, elementary methods.
HENRIETTA A. MURRAY,	Gymnastics, school games.
FRANK DREW,	Physiology, psychology, principles of teaching, nature study.
HORACE G. BROWN,	Literature, English grammar, history, composition.
EDWARD L. SUMNER,	Choral singing.
ANNIE B. CHAPMAN,	United States history, supervision of apprentices.
ROBERT S. BALDWIN,	Civil government, English.
FANNIE L. PLIMPTON,	Head kindergartner.
LEE RUSSELL,	Supervision of apprentices, chemistry, mineralogy.

Ample facilities for observation and practice (apprenticeship) are afforded in the public schools of Worcester, the Memorial Hospital and the Worcester County Truant School at Oakdale.

IN GENERAL.

The visitors are gratified to report the same harmonious and progressive spirit which has characterized this school from the beginning. Fortunately, we think, the school has remained under the same management for twenty-eight years, and the visitors believe that it has done its full share in bringing about the gradual change in public opinion which made it easier to establish, at a single stroke, four new normal schools in very recent years, than it was in 1874 to add this one to the four that then existed. During this period the standard of admis-

sion has been raised, the course of study and training has been lengthened by fifty per cent., the practice in teaching (apprenticeship) has been increased one hundred per cent., a classification of graduates on the basis of teaching ability has been established which the school committee of Worcester has officially recognized, and the demand for our graduates has become so eager that many are now engaged to teach some weeks before they receive their diplomas. All this is substantial gain, and it has been brought about without opposition or friction.

THE FACULTY.

The visitors desire to express their gratification that the principal, though strongly urged to take a position in what might perhaps be regarded as a wider field, decided, after full deliberation, to continue the service which he has so long and so acceptably rendered here.

Miss Chapman, our accomplished teacher of history, was compelled by illness early in the year to take a leave of absence for a few months. We are glad to notice that she is now on duty again.

The need of an additional teacher of science, as mentioned in our last report, has been met by the employment of Lee Russell, B.Sc., recently for eight years instructor in natural science and manual training in the Provincial Normal School of Nova Scotia, whose reputation justifies the expectation that he will not only enlarge but strengthen our teaching staff.

The visitors believe that the faculty as now constituted is an unusually good one, and it is made up of substantially equal numbers of men and women.

THE NEW LABORATORIES.

The prompt and generous response of the last Legislature to our appeal for means to equip suitable laboratories for the study of chemistry and mineralogy has enabled us to remedy the long-existing defect in this department. Our building has been sufficiently enlarged to give the additional space needed; and three rooms, not large but of adequate size, have been furnished with cases, tables, shelves, closets, gas and water service, furniture and ventilating apparatus to fit them for

use as laboratories. A chemical laboratory accommodating twenty-eight pupils at a time has been provided with working tables, balance tables, draught closet and hood; and is connected with a preparatory room which affords closets and cases for storing apparatus and materials, and which is also arranged so as to be used upon occasion as a dark room for photographic work, and as a private work room for the instructor. Adjoining these is the mineralogical laboratory, furnished with tables for students and a lecture table for the instructor, with the necessary apparatus, instruments, etc., for carrying on accurate work in mineralogy. We have an ample working collection of minerals for class use, and a small collection of typical minerals and rocks, with suitable cases for displaying and preserving them. A considerable addition of standard works in chemistry and mineralogy has been made to our library, for use as books of reference in the laboratories.

The work of installing and equipping these laboratories has been done under the management and oversight of Mr. Lee Russell, whose previous experience in that line enabled him to render very valuable service, which it is a pleasure for the visitors gratefully to acknowledge. It is gratifying to add that this work, complete in every detail, has been done within the appropriation (\$7,500) made therefor by the Legislature.

ANNIVERSARY ADDRESS.

The school is greatly indebted to Dr. Edmund A. Engler, president of Worcester Polytechnic Institute, for his interesting and timely anniversary address at our public graduation exercises in June.

STATISTICS.

The statistics hereto appended give a convenient conspectus of the main facts that make up the external history of the school during the year 1901-1902:—

1. Number of different students for the year 1901-1902, 181.
2. Number admitted in September, 1902, 62; number admitted since the opening of the school in 1874, 1,780.
3. Average age of pupils last admitted, 19 years, 3 months.
4. Residences of pupils last admitted: Worcester County, 58; Essex County, 1; Connecticut, 2; Michigan, 1; total, 62.

5. Occupations of pupils' parents: mechanics, 16; farmers, 10; contractors, 3; foremen, 3; watchmen, 3; moulders, 3; public officials, 3; engineers, 2; salesmen, 2; coachmen, 2; policeman, postman, sculptor, bookkeeper, merchant, lamplighter, laborer, janitor, manager, conductor, house painter, 1 each; unknown, 4; total, 62.

6. Number in the graduating class, June, 1902, 56; number of graduates since 1876, 1,013.

7. Average age of the last graduating class, June, 1902, 22 years, 1 month.

8. Library: reference books reported last year, 5,956; volumes added the present year, 266; total, 6,222. Text-books reported last year, 7,111; volumes added the present year, 243; total, 7,354. Whole number of volumes in the library, 13,576.

E. B. STODDARD,
ELMER H. CAPEN,
Board of Visitors.

STATE NORMAL SCHOOL, FITCHBURG.

JOHN G. THOMPSON, PRINCIPAL.

INSTRUCTORS IN THE NORMAL SCHOOL.

JOHN G. THOMPSON,	Pedagogy.
E. A. KIRKPATRICK,	Psychology.
PRESTON SMITH,	Natural sciences.
HELEN M. HUMPHREY,	Mathematics.
FLORA E. KENDALL,	English.
NELLIE B. ALLEN,	Geography.
FLORENCE M. MILLER,	History.
ANNETTE J. WARNER,	Drawing.
ELIZABETH D. PERRY,	Music and physical culture.
ABBY P. CHURCHILL,	Nature study.
JOSEPH T. WHITNEY,	Manual training.

INSTRUCTORS IN THE PRACTICE AND MODEL SCHOOLS.

CHARLES S. ALEXANDER, Principal.

The teachers in the normal school supervise the teaching of their respective subjects in the model and practice schools.

INSTRUCTORS IN THE PRACTICE SCHOOLS.

CAROLINE G. HAGAR,	Supervisor in primary grades.
MATTIE A. COLE,	Supervisor in primary grades.
MARY I. CHAPIN,	Supervisor in primary grades.
MATILDA B. DOLAND,	Supervisor in grammar grades.

INSTRUCTORS IN THE MODEL SCHOOLS.

FLORENCE E. SCOTT,	Principal of kindergarten.
GEORGIANA H. JUBB,	Assistant in kindergarten.
L. FRANCES JONES,	First grade.
IDA M. AUSTIN,	Second grade.
MARY MCCONNELL,	Third and fourth grades.
MARGARET M. SLATTERY,	Fifth and sixth grades.
MERCIE A. ALLEN,	Seventh and eighth grades.
MARY L. MERRILL,	Ungraded.

THE NEW DORMITORY.

The event of chief importance in the history of the Fitchburg Normal School for 1902 was the passage of a bill by the Legislature appropriating \$50,000 for a boarding hall. What this means for the future of the school cannot well be estimated now. The school had reached the point where its future

growth, in numbers at least and hence to a certain extent in usefulness, turned upon its ability to guide and care for such students as came from a distance, not only for the five hours of the daily school session, but also for the remainder of the twenty-four hours. This it will be able to do upon the opening of the new boarding hall and dormitory next fall (September, 1903).

The building, which at this writing is well under way, is a three-story red brick building, with trimmings of red sandstone. In form and material it matches the normal building; its construction is under the direction of the architect of that building, Mr. J. P. Rinn. The basement contains the kitchen, servants' rooms and storerooms; the first floor, the dining room, matron's room, parlors and three suites of rooms; the second and third floors each contain ten suites of rooms, each suite consisting of a study, two chambers and a bath. Each suite will accommodate two students, three if necessary. The building will be heated by steam and lighted by electricity. By vote of the State Board of Education, it is to be named Miller Hall.

UNION OF THEORY AND PRACTICE.

The year's work at the school has been one of development along lines previously determined upon. It was early recognized that theory and practice must go hand in hand.

Each student must teach successfully in full charge of a room for one term of about twelve weeks. To carry out this plan demands a large number of pupils in the practice and model schools. There are now nearly 800 pupils in these schools, in 27 different rooms.

The advanced course, which offers a year of practice after graduation from the elementary course, this year of practice to be followed by a year of study at the normal school, has so rapidly gained in favor with both students and superintendents that all who wish to take it and are qualified for it cannot be received, and the number of graduates from it is much smaller than the number of demands for them.

To the end that instructors should not divorce theory and practice, the work is now so arranged that each teacher in the

normal school has the supervision of his subject in the model and practice schools. For example, the teacher of English gives about half her time to class instruction in the normal school and the other half to teaching and supervising the work in English in the model and practice schools. The same is true of the teachers of mathematics, history, geography, science, nature study, drawing, music, manual training and psychology, the instructor in the last subject serving as a "consulting psychologist," medical inspector and child study expert in the practice and model schools. By this plan, normal instructors cannot forget the schoolroom or the child.

LECTURES.

From the beginning it has been felt that the normal school should be a rallying point for the educational interests of the community, and a centre for the dissemination of the best in current thought. The aim has been to make the school stand for something definite and concrete in the minds of the community, instead of existing simply as a name or an abstraction to those who are not directly connected with it.

This has been accomplished in a measure by meetings of superintendents and teachers, regularly held at the school, and to a larger extent by the courses of free public lectures. The winter courses of this year, given by Rev. Edward Cummings and Edward Howard Griggs, crowded the audience room of the school, the adjoining rooms and the corridors, and then all were not able to obtain admission.

Lectures and subjects for the past year have been as follows : —

Supt. Joseph G. Edgerly, Fitchburg (three lectures) : —

Individuality.

Schoolroom Realities.

Suggestions relative to a Course of Study.

Prin. G. Preston Hitchcock, Fitchburg, — The Value of Personality in Teaching.

Hon. J. D. Miller, Leominster, — Suggestions to Teachers from my Experience as a Teacher.

Rev. Edward Cummings, Cambridge, — The Failure of Self-seeking.

Edward Howard Griggs, Montclair, N. J., — Ethical Interpretations of Social Progress (six lectures) : —

Social and Personal Evolution.

The Dynamic Character of Personal Ideals.

The Content of the Ideal of Life.

Greek and Christian Ideals in Modern Civilization.

The Ethics of Social Reconstruction.

The New Social Ideal.

The Gounod Quartette, Fitchburg (Mrs. Wallace, Mrs. Jennison, Mrs. Faxon, Mrs. Young), — Concert.

Edward Baxter Perry, Boston, — Two Musical Recitals.

Prin. H. S. Cowell, Cushing Academy, Ashburnham, — Children's Rights.

Supt. George E. Gay, Malden, — The Paris Exposition.

Rev. Arthur W. Littlefield, Fitchburg, — Browning's Saul.

Mrs. Emmons Crocker, Fitchburg, — The Art of Robert Browning.

Rev. Edward Cummings, Cambridge (graduation address), — Plato as a Twentieth-century Educator.

PRESENT NEEDS.

The present needs of the school are an appropriation for furnishing the new boarding hall, for repointing the brick work of the normal building and the exterior brick of the Edgerly school, and for finishing the assembly hall in the latter building. The Edgerly school was erected in the winter, with the result that the mortar, affected by the frost, has rapidly crumbled, making it necessary that the brick work should be repointed as soon as the funds can be provided. When the building was erected, the assembly hall was left unfinished because of lack of funds. The expense of finishing it would be small, compared with the advantage to be gained.

STATISTICS.

The statistics for the year ending Aug. 31, 1902, are as follows : —

1. Number of students for the year, 129, — 127 women, 2 men ; number in the entering class, 53, — 52 women, 1 man ; number of graduates for the year, 44 from the elementary course, 16 from the advanced course ; number receiving certificates for special courses, 10.

2. Whole number of students admitted since the opening of the

school, 414, — 403 women, 11 men (this number includes the class admitted in the fall of 1902).

3. Number of States represented in the membership of the school for this year, 4.

4. Number of counties in Massachusetts represented, 4.

5. Number of towns in Massachusetts represented, 25.

6. Average age of entering class, 19.9 years.

7. Number who have had experience as teachers, 14.

8. Occupations of parents: merchants, 4; farmers, 9; carpenters, 3; manufacturers, 4; mechanics, 2; fireman, 1; skilled laborers, 7; laborers, 5; traveling agents, 2; music teacher, 1; printer, 1; superintendents of corporations, 2; postmaster, 1; truant officer, 1; not living, 10.

JOEL D. MILLER,

For the Board of Visitors.

STATE NORMAL SCHOOL, NORTH ADAMS.

FRANK FULLER MURDOCK, PRINCIPAL.

INSTRUCTORS IN THE NORMAL DEPARTMENT.	
FRANK FULLER MURDOCK,	Psychology, pedagogy.
ROLAND W. GUSS,	Science.
CHARLES H. STEARNS,	Manual training.
LYMAN R. ALLEN,	History, history of education, school laws, geography.
MARY A. PEARSON,	Drawing, painting.
ROSA E. SEARLE,	Mathematics, music.
MARY L. BARIGHT,	English, vocal expression.
ANNIE C. SKEELE,	Physiology, physical culture.
DONNA D. COUCH,	School organization and man- agement.
EVA L. MCCONKEY,	Kindergarten philosophy.
LILIAN S. DANIELS,	Kindergarten occupations.

INSTRUCTORS IN THE GRAMMAR AND PRIMARY DEPARTMENTS.	
DONNA D. COUCH,	Principal.
HARRIET P. RYDER,	Assistant, ninth grade.
JO WINSLOW KING,	Assistant, eighth grade.
HANNAH E. MAGENIS,	Assistant, seventh grade.
HANNAH P. WATERMAN,	Assistant, sixth grade.
AGNES E. WALKER,	Assistant, fifth grade.
EMILY D. STACY,	Assistant, fifth grade.
F. A. CLARKE,	Assistant, fourth grade.
ADA B. BRAGG,	Assistant, fourth grade.
SUSAN G. LOMBARD,	Assistant, third grade.
SARAH E. BOWER,	Assistant, third grade.
EMMA H. TINGUE,	Assistant, second grade.
JANET M. PURDUE,	Assistant, second grade.
SUSAN A. CLEGHORN,	Assistant, first grade.
JESSIE SIMONSON,	Assistant, first grade.
MARY G. MOLLOY,	Assistant, first grade.
LAURA HENWOOD,	Assistant, first grade.
ANNIE BOYD,	Musical interpretation.
CHARLES H. STEARNS,	Manual training.
LYMAN R. ALLEN,	History, geography.
MARY A. PEARSON,	Drawing, painting.
ANNIE C. SKEELE,	Physiology, physical culture.

INSTRUCTORS IN THE KINDERGARTEN DEPARTMENT.	
EVA L. MCCONKEY,	Principal.
LILIAN S. DANIELS,	Assistant.
ANNIE BOYD,	Pianist.
CHARLES H. STEARNS,	Manual training.

CHANGES IN TEACHERS.

The changes in teachers have been as follows : Miss Pearson resumed work in September, after a leave of absence of one year. Miss Parker resigned to be married, and Miss Mary L.

Baright was elected to fill the vacancy. Miss Donelson resigned on account of ill health, and Miss Jo Winslow King succeeded her in the eighth grade. Miss Romney resigned to be married, and Miss Janet M. Purdue was elected to the vacancy thus occurring in the second grade.

KINDERGARTEN AND PRIMARY INSTRUCTION.

The two first grade primaries number each more than 40 children. One includes the new pupils who have not attended the kindergarten, the other includes pupils from the kindergarten and those first grade pupils who are not yet prepared for second grade work. In the first-mentioned school the children are given the fundamentals of kindergarten training, and advanced as fast as is proper to the more difficult forms of primary work. In the second-mentioned school the purpose and results of the kindergarten training are conserved and extended, and in primary forms of work the progress is noticeably faster and more effectual. Each room contains 20 individual desks, 5 kindergarten tables, a hinging shelf 2 feet wide and 15 feet long, and other furnishings and supplies adapted to the needs of the children.

Preparation of material for instruction, the teaching of children and training of normal students seriously overtax the physical strength of the teachers, and since September a graduate of the last class has been employed as assistant in each of these rooms. As a result, the progress of the children and students has been very noteworthy, something like adequate connection with the kindergarten established, and the schools have become fair exponents of what is possible and desirable in early primary work.

CONSTRUCTION.

To comply with the recommendation of the State inspectors of buildings, a heating plant should be built in the open area between the three buildings. This area is well adapted by position and slope to accommodate a boiler room, machinery room, coal bunkers and repair rooms, and their equipment. The consolidation of what would be three separate heating plants will economize fuel, labor and salaries, and will increase the safety of all buildings and occupants. Grading of the grounds around the dormitory, the construction of two flights

of stone steps, due to changes of grade, and the connecting of driveways and paths connecting the buildings, will be necessary during the summer of 1903. It is recommended that an appropriation to meet these needs be asked of the Legislature at its ensuing session.

STATISTICS.

Statistics for the year ending Aug. 31, 1902, are as follows : —

1. Number admitted in September, 1901: regular courses 47, special courses 4, — all women. Whole number enrolled during the year, 114. Number of graduates, 29.

2. Average age of entering class, 20 years.

3. Whole number of students who have been members of the school, 280.

4. Number of students from Massachusetts: Berkshire County, 37; Franklin, 4; Hampden, 1; Bristol, 1; Vermont, 3; Maine, 1. Cities and towns represented: Massachusetts, 17; scattering, 4.

5. Occupations of parents: farmers, 12; merchants and teachers, 9; mechanics, 6; mill workers, 2; contractors, 2; laborers, 1; railroad, 3; gardener, chemist, engraver, bookkeeper, clergyman, hotel proprietor, dressmaker, each 1.

CLINTON Q. RICHMOND,

E. B. STODDARD,

Board of Visitors.

STATE NORMAL SCHOOL, HYANNIS.

W. A. BALDWIN, PRINCIPAL.

INSTRUCTORS IN THE NORMAL SCHOOL.

W. A. BALDWIN,	Psychology, pedagogy, history of education.
BERTHA M. BROWN,	Biology, mathematics.
ANNIE S. CROWELL,	Physical training.
HANNAH M. HARRIS,	English, history.
FREDERIC H. HOLMES,	Geography, manual training, physics.
MINERVA A. LAING,	Chemistry, mineralogy, drawing.
EDMUND F. SAWYER,	Vocal music.

INSTRUCTORS IN THE TRAINING SCHOOL.

RICHARD W. MARSTON,	Principal, eighth and ninth grades.
ANNIE H. CHADWICK,	Sixth and seventh grades.
ISADORE M. JONES,	Fifth and sixth grades.
MABEL M. KIMBALL,	Fourth grade.
ANNIE S. CROWELL,	Third grade.
CLARA M. WHEELER,	Principal of primary department, second grade.
IDA E. FINLEY,	First grade.

IMPROVEMENTS IN SCHOOL WORK.

Under the above heading in the report of last year appeared the following statement: “During the current year two movements have been inaugurated at Hyannis which seem worthy of careful consideration, viz., the introduction of the school garden into the regular work of the training school, and the extension of a system of daily exercises, games and reports, in connection with the physical training of normal students.” The report then went on to describe at some length the work which had been attempted along these two lines. It is interesting to note at this time that these two lines of work have continued to unfold themselves at Hyannis during the past year, and the results have been such as to obtain the cordial support of pupils, teachers and parents, and to command the attention of many educational leaders who are particularly interested in industrial and physical education.

In the catalogue of the school prepared by the principal

appear the following statements : “ There has been for a long time a strong and growing sentiment among our most intelligent people that the education of the schools is not sufficiently practical. The best thought of the common people must be heeded. All through the country attempts are being made to meet this demand. The fact is being recognized that the child must be prepared for life by learning to live. Life in school must be natural, many-sided and harmonious. Life at school must be related to life at home, on the street, in the field and in the various human activities of the village. Typical occupations are being gradually introduced into the school, so that through these the children may come into live personal contact with the kinds of things which they need to know and to be able to do. . . . It may be well to state that no new experiments are being tried. For, although some of this work is new to the schools of this vicinity, nothing is being introduced which has not been tried and been proved valuable in other places. The principles upon which this work is based have been recognized as true by leading educators for nearly a century. We are trying to do our part toward adapting these principles to the needs of the children of Hyannis and the Cape.”

A glance at the statistics will show a small increase in attendance at the regular session over last year and a marked increase in the summer session. The particularly encouraging thing about the attendance at the regular session is that there is a larger number of special students than ever before, students who come, for the most part, from outside the natural territory of the school, with more or less of experience and with a strong desire to get as much as possible of the latest and best in education. It is also an interesting fact that the number of young men has materially increased, so that the school now has the largest per cent. of young men of any normal school in the State.

DORMITORY ACCOMMODATIONS.

The dormitory is being taxed to the uttermost for both winter and summer sessions. During the summer session the rooms are always filled, and about thirty take their meals

there who room outside. This year for the first time the demand has been greater than the supply of rooms for the regular session, and four or five members of the school are obliged to find rooms in the village.

MATERIAL IMPROVEMENTS.

It has been the policy at this school to continually keep all buildings in first-class repair, and to add something to the efficiency or beauty of the plant each year. During the summer vacations the painters go over all buildings, retouching whatever needs to be renewed. During the past year a new range has been purchased for the dormitory; some of the furniture of the parlor has been renewed; a new room has been finished off on the upper floor of the dormitory; the back piazza of the principal's residence has been enlarged, and an ice closet has been built into the back kitchen; and a long-needed cellar for the storing of vegetables for the winter use of the dormitory has been built under the barn. Several new ceilings have been found necessary in both the dormitory and school building; a new engine for pumping water has replaced the old one, which had become useless; a steam blower has been added to one of the large boilers, for the purpose of furnishing a sufficient draught for the burning of screenings, and thus reducing the coal bills. It has been found necessary to defer several contemplated improvements about the buildings because of the unusual expenditure for coal during the present autumn.

TEACHERS.

Last year we were able to report that no change had been made in the teaching force of the normal school; this year the same report can be made for both normal and training schools. In this connection it is worthy of note that the enthusiasm among the teachers was never so great as during the past year. This is doubtless due in part to the fact that all are working together to help adapt the newer lines of work to the needs of the children, and in part to the new spirit with which the children themselves come each day to school work, which appeals to them as never before.

STATISTICS.

The statistics for the regular session are as follows : —

1. Number of students registered, Sept. 11, 1902 : men, 7 ; women, 44 ; total, 51.
2. Number of students registered since Sept. 9, 1897 : men, 31 ; women, 190 ; total, 221.
3. Average age of entering class when admitted, 21 years and 1 month.
4. Number who have had experience as teachers, 3.
5. Residences of pupils : Barnstable County, — Barnstable, 4 ; Chatham, 2 ; Harwich, 1 ; Orleans, 1 ; Provincetown, 2 ; Sandwich, 1 ; Yarmouth, 2 ; total, 14. Bristol County, — New Bedford, 1 ; Fairhaven, 2 ; total, 3. Dukes County, — 2. Franklin County, — 1. Nantucket County, — 1. New Hampshire, — 1. Total, 21.
6. Occupations of pupils' parents : farmers, 3 ; masons, 2 ; sea captains, 2 ; physician, carpenter, fisherman, artist, machinist, painter, day laborer, engineer, nurse, manufacturer, undertaker, 1 each.

SUMMER SESSION.

The summer of 1902 was by far the most successful which the summer session has enjoyed. The registration of students increased from 125, the highest previous record, to 174. A larger per cent. of those in attendance stayed through the whole session of five weeks than in previous years. It was easier to influence teachers to take but one subject and to do intensive work in that subject. The spirit in the school was excellent, and all seemed well satisfied with the work of the summer. The new feature for this session was the course in industrial training. The widespread interest in this subject made it seem desirable to offer the course. Two of the regular teachers of the training school, Misses Wheeler and Kimball, were engaged for this work. Arrangements were made for having children come on each morning and take industrial work, physical training, and such of the regular studies as correlated well with these. About twenty-four children were in attendance, eight coming from the second, fourth and eighth grades, respectively. The class of students taking the course consisted of twenty-four teachers, most of whom were either principals or special teach-

ers. They studied gardening, basketry and other forms of industrial work, read and participated in discussions on the underlying principles and the correlation with other subjects. This class had the benefit of one or more lessons with every teacher in the faculty, as each one in turn showed the interdependence between his own subject and the industrial work. The work throughout the school was marked by earnestness and enthusiasm. The accommodations for board, both at the dormitory and in the village, were severely taxed. If the numbers continue to increase, it seems probable that some way of limiting the number in attendance will be found necessary.

The faculty for the summer session consisted of the following : —

W. A. BALDWIN,	Principal.
EDMUND F. SAWYER,	Instructor in music, State Normal School, Hyannis.
MARY E. LAING,	Formerly instructor in pedagogy, State Normal School, Oswego, N. Y.
CLARENCE F. CARROLL,	Superintendent of Schools, Worcester.
ELIZABETH H. SPALDING,	Instructor in English, Pratt Institute, Brooklyn, N. Y.
CHARLES P. SINNOTT,	Instructor in geography, State Normal School, Bridgewater.
FREDERIC L. BURNHAM,	Supervisor of drawing, New Haven, Conn.
HARLAN P. SHAW,	Instructor in chemistry, State Normal School, Bridgewater.
SARAH J. WALTER,	Instructor in arithmetic, State Normal Training School, Willimantic, Conn.
H. ANNIE KENNEDY,	Supervisor of nature work, Quincy.
CLARA M. WHEELER,	Principal of primary department, Hyannis Training School.
MAHEL M. KIMBALL,	Supervisor of industrial work, Hyannis Training School.

The students were 174 in number. A statement of their experience and preparation is given in the following table : —

Average age (years),	29
Average years of experience,	7
Number of students graduated from college,	15
Number of students graduated from normal schools,	40
Number of students graduated from training classes,	17
Number of students graduated from high schools,	111
Number of students who had attended college,	18
Number of students who had attended normal schools,	48
Number of students working for diploma,	56

GEORGE I. ALDRICH,

For the Board of Visitors.

STATE NORMAL SCHOOL, LOWELL.

FRANK F. COBURN, PRINCIPAL.

INSTRUCTORS IN THE NORMAL SCHOOL.

FRANK F. COBURN,	Psychology, principles of education.
HUGH J. MOLLOY,	Mathematics.
MABEL HILL,	History, civil government and history of education.
ANNA W. DEVEREAUX,	Kindergarten theory and practice and child study.
ADELIA M. PARKER,	Supervision of practice work.
LYMAN C. NEWELL,	Chemistry, physics and geography.
AMY R. WHITTIER,	Drawing and manual training.
VESTA H. SAWTELLE,	Music.
MARY HUSSEY,	Reading, vocal training and physical culture.
MABEL C. BRAGG,	English grammar, rhetoric and literature.
CAROLYN L. MORSE,	Zoölogy, botany and physiology.

INSTRUCTORS IN THE MODEL SCHOOLS.

Lowell Division.

CYRUS A. DURGIN,	Principal.	BERTHA J. CURTIS,	Assistant.
BELLE A. PRESCOTT,	Assistant.	ALICE D. SUNBURY,	Assistant.
CHARLOTTE M. MURKLAND,	Assistant.	FRANCES CLARK,	Assistant.
BLANCHE A. CHENEY,	Assistant.	SARA E. AMES,	Assistant.
BELLE F. BATCHELDER,	Assistant.	ALICE G. BARRETT,	Assistant.
AMY L. TUCKE,	Assistant.	E. BELLE PERHAM,	Kindergarten.
MARIA W. ROBERTS,	Assistant.	EDITH A. ANDREWS,	Kindergarten.
MARY E. WALSH,	Assistant.	AMY R. WHITTIER,	Drawing.
CARRIE E. ERSKINE,	Assistant.	VESTA H. SAWTELLE,	Music.
MARY I. HOWE,	Assistant.		

Lawrence Division.

LEILA M. LAMPREY,	Principal.	EMMA J. GREENWOOD,	Assistant.
ELLA F. EASTMAN,	Assistant.	MARY E. MAHONEY,	Music.
ANNIE L. O'CONNOR,	Assistant.	ELEANOR I. CURTIS,	Drawing.

IN GENERAL.

The fourth class in the history of the Lowell Normal School was graduated June 27, 1902. There were 39 senior members who received diplomas, and one certificate was presented for graduate work accomplished during the year in the kindergarten department.

The examinations in June and September were offered to a larger number of candidates than heretofore. Seventy-five

new students were admitted to the school at the opening of its fifth year, Sept. 11, 1902.

The increase of non-resident students emphasizes the steadily growing interest that exists between the State educational institutions and local and adjacent secondary schools. An evident desire on the part of high schools to shape courses in their fitting departments which shall be of advantage to our normal school is manifested by the higher standard already showing itself in the work of the candidates who appear for entrance examinations.

In offering the annual report of the Lowell Normal School, the marked point of interest is the result of a closer working plan between academic and practice departments. This has been effected not only from natural growth but because definite outlines have been prepared in the different departments, which guide the presentation of the subject throughout the grades of the primary and grammar schools.

In nature work, for instance, each week finds some simple yet scientific exposition of a subject peculiarly adapted to the interest and the ability of the children. It may be the study of a butterfly or of a rabbit, or it may be that the little ones learn to churn cream into butter for the first time; but in all cases it is the result of a scientific examination of the subject, first elaborated under the supervision of the normal department. In this way the nature work finds its place in every grade, based upon what is best fitted for the child's mind in each year.

Also, in the physical department of the normal school a closer relationship with the practice school is shown by the visits of the children to the gymnasium, where they have the benefit of physical culture lessons under the superintendence of the normal students and their director.

Likewise in the manual training department there is not only the theory of the usefulness of handicrafts for children discussed with the pupil teachers, but here again the children may come from the practice school for active work in "raffia" (basket work) and "knife cutting," under the guidance of the normal students themselves.

The normal work is laying stress upon its practice depart-

ment along all its lines of instruction, year by year developing in each department a greater power of execution and clearer manner of emphasis. Its chief aims are the presentation of subject matter which shall insure the pupil teacher material to use, — to wit, knowledge, and a psychological and pedagogical method whereby the pupil teacher may handle her knowledge to the best advantage, economically and creatively, for the State and for the individual.

LAWRENCE AND LOWELL PRACTICE SCHOOLS.

Through the initial agreement between the Massachusetts Board of Education and the school board of Lawrence, which was explained in the report of last year, there has now developed a permanent practice department for the normal students who live in Lawrence. This training department can but become a very strong factor in the normal work at Lowell.

By the terms of agreement the Lawrence students are given the privilege of practising in the primary and first two grades of the Oliver School. Miss Leila M. Lamprey, formerly head of the Lawrence Training School, has been appointed executive of this work, and her corps of teachers were transferred at the same time as critic teachers.

The same method of observation and practice work is carried out as far as possible in both the Lowell and Lawrence departments. The one marked difference between the practice schools lies in the executive administration. In the Lowell department there is a regular teacher in each room, who is responsible for the school management, and aids the pupil teacher in her daily work with supervision and suggestion. In Lawrence, pupil teachers under the direction of the school faculty govern the rooms in which they are teaching.

As the Lawrence school now stands, ten pupils are completing their course, five students form a graduate class and eighteen members of the senior class at the Lowell Normal School must find practice for twelve weeks each during the year. The consideration of these statistics shows at once that better facilities are needed if this large field of practice work is to be perfected.

There have been but two changes in the faculty of the

Lowell Training School. Miss Spooner's resignation from the first grade has led to the appointment of Miss Alice G. Barrett to that room, and Miss Barrett's work of the second grade has been given to Miss Sara E. Ames. Aside from these two changes, the faculty of the Bartlett School remains as last reported.

LECTURES.

Lectures were delivered before the school during the year by the following persons : —

- Dec. 20. Mr. Charles Townsend Copeland, — Readings from Dickens.
- Jan. 10. Prof. John M. Tyler, — The Survival of the Fittest.
17. Mrs. Kate Gannett Wells, — Girls' Friendships.
24. Prof. William H. Burnham, — The Hygiene of Instruction.
31. Mr. Charles Townsend Copeland, — Selected Readings.
- Feb. 7. Prof. John M. Tyler, — Education and Environment.
14. Miss Mabel C. Bragg, — The Story Hour.
18. Mr. Henry T. Bailey, — Artistic Manual Training.
28. Prof. William H. Burnham, — Mental Hygiene and Fatigue.
- March 7. Mrs. Kate Wardwell Buck, Mrs. Florence Atherton Spalding, — Life and Works of Richard Wagner.
14. Mr. Henry A. Clapp, — The Tempest.
21. Mr. George I. Aldrich, — Some Present Tendencies in the Teaching of Arithmetic.
28. Mr. Henry A. Clapp, — King Lear.

STATISTICS.

The statistics for the school year ending Aug. 31, 1902, are as follows : —

1. Number of students for the year, 147.
2. Number in entering classes : junior, 65 ; senior, 6 ; special, 3.
3. Number of graduates for the year, 37.
4. Total number of graduates, 151.
5. Whole number of students admitted since the opening of the school, 468.
6. Average age of pupils admitted, 18 years, 4 months.
7. Of the entering class, Middlesex County is represented by 5 towns and Essex County by 4 towns. Lowell furnishes 29 pupils ;

Lawrence, 18; Haverhill, 5; Methuen, 4; Winchester, 2; and Andover, Carlisle, Waltham, Tyngsborough, Chelmsford, Groton and Medford, 1 each.

8. Occupations of pupils' fathers: merchants, 10; laborers, 10; farmers, 7; overseers, 4; agents, 3; painters, 3; manufacturers, 2; butchers, 2; engineers, 2; tailor, 1; janitor, 1; architect, 1; librarian, 1; hotel keeper, 1; policeman, 1; photographer, 1; blacksmith, 1; machinist, 1; mechanic, 1; printer, 1; not reported, 2.

GEORGE H. CONLEY,
KATE GANNETT WELLS,
Board of Visitors.

SIXTY-SIXTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

REPORT OF THE SECRETARY.

To the General Court and the State Board of Education.

In compliance with the law, the sixty-sixth report of the Secretary of the State Board of Education is herewith submitted to both your honorable bodies. The themes with which it deals are largely determined by your directions. These directions in many cases are so explicit as to leave little margin for the exercise of discretion in dealing with them. This is particularly true of the abstract of school returns that is annually printed.

The Annual Abstract of School Returns. — So far as the annual reports of the Board of Education are concerned, the impression that the publication of statistical matter is assuming undue proportions is not well founded. It is in the abstract of the annual school returns that the great bulk of such matter is found. These returns are based on inquiries which the Legislature requires the office to send out. The inquiries relate to matters a knowledge of which is indispensable either to a comprehension of school situations or to the enforcement of the school laws. The inquiries once made, the answers to them must be published. The law here is explicit, — the secretary “shall annually make to the General Court . . . a report containing a printed abstract of said returns.” From 1837 to 1877 the reports of the Board contained abstracts not only of the returns but of the reports of school committees. During these forty years the average number of pages annually devoted to both classes of abstracts was 366. The reports of school committees were dropped in 1877. The average number of pages for the returns only during the last twenty-five years has been 152, making the average number of pages de-

voted to abstracts during the entire period of sixty-five years 284. These selections from the reports of school committees served an admirable purpose in their day. They might be resumed in connection with special themes with much profit, since among the local reports to-day there are many whose freshness and vigor in treating educational themes entitle them to State as well as to local consideration. In deference partly to a growing sentiment in favor of briefer reports and partly to the need of relief in a hard-pressed office, the sixty-fourth and sixty-fifth reports have been much reduced in volume over those of preceding years. In accordance with suggestions made to the new State Board of Publication, and at its request, the abstract in the present report has been reduced, by the omission of certain county tables, to 130 pages, — less than half the average for the entire series of its predecessors; and the volume of the present report is less than that of several that were issued fifty and sixty years ago. If reduction brings a gain in diminished cost, and in that only, it is of minor account. If it brings a gain in incisiveness and effectiveness of presentation, there is much to be said in its favor.

Plan of the Report. — It is the plan of the present report to give : —

1. A summary, in as brief and concise terms as possible, of the annual school returns.

2. A survey and analysis of this summary, for the purpose of making comparisons with the past; of bringing out into sharper relief the character and significance of such educational and financial trends as the returns indicate; of suggesting, in the light of these returns and in their appropriate relations to them, what new policies, if any, are desirable; and, in general, of extracting from what might otherwise remain unprofitable data the lessons that should be learned from them.

3. A statement of what has been done under the various measures adopted by the State in aid and for the welfare of the schools.

4. A consideration of certain educational and prudential themes, not immediately connected with or suggested by the returns, that are now engaging public attention.

5. A summary of recommendations.

SUMMARY OF STATISTICS FOR 1901-1902.

I. Number of Public Day Schools.

1. Number of towns, 320; cities, 33. Total, 353.

All have made the annual returns required by law.

2. Number of public schools, the unit of comparison being a single school which has one head or principal, whatever the number of subordinate teachers, 4,305
 Decrease from the preceding year, 116
3. Number of public schools based on the single class room as the unit of comparison, 11,017
 Increase over the preceding year, 318

II. Number of Months the Public Schools have been kept.

1. Aggregate number of months (twenty school days each) all the public schools have been kept during the year, . . . 102,980 $\frac{2}{10}$
 Increase, 3,612 $\frac{2}{10}$
2. Average number of months the public schools have been kept during the year, 9 $\frac{6}{10}$
 Increase, $\frac{1}{10}$
3. Aggregate number of months the high schools have been kept during the year, 2,518 $\frac{6}{10}$
 Increase, 251 $\frac{6}{10}$
4. Average number of months the high schools have been kept during the year, 91 $\frac{8}{10}$
 Increase, $\frac{2}{10}$

III. School Census Data.

1. Number of persons in the State Sept. 1, 1901, between the ages of seven and fourteen years: males, 170,958; females, 170,376; total, 341,334
 Increase in the total, 6,421
2. Number of persons in the State Sept. 1, 1901, between the ages of five and fifteen years: males, 241,438; females, 241,665; total, 483,103
 Increase in the total, 8,876
3. Number of illiterate minors in the State Sept. 1, 1901, over fourteen years of age: males, 2,581; females, 2,565; total, . . . 5,146
 Decrease in the total, 1,096

IV. Public School Enrolment and Attendance Data.

1. Number of pupils between seven and fourteen years of age attending the public schools during the year 1901-1902, . . . 299,065
 Increase, 7,037
2. Number of different pupils between five and fifteen years of age attending the public schools during the year 1901-1902, 420,308
 Increase, 6,616

3. Number of pupils under five years of age attending the public schools during the year 1901-1902,	11,273
Decrease,	306
4. Number of pupils over fifteen years of age attending the public schools during the year 1901-1902,	42,653
Decrease,	264
5. Total enrolment of pupils of all ages in the public schools during the year 1901-1902,	474,234
Increase,	6,046
6. Average membership of pupils in all the public schools during the year 1901-1902,	415,533
Increase,	9,453
7. Average attendance in all the public schools during the year 1901-1902,	380,026
Increase,	8,978
8. Percentage of attendance based on the average membership, . . . . .	.92
9. Percentage of attendance based on the total enrolment, . . . . .	.82

V. Public School Teachers and their Wages.

1. Number of men employed as teachers in the public schools during the year,	1,240
Increase,	26
2. Number of women employed as teachers in the public schools during the year,	12,665
Increase,	257
3. Number of different teachers employed in the public schools during the year,	13,905
Increase,	283
4. Number of teachers required by the public schools,	12,893
Increase,	279
5. Number of teachers who have attended normal schools,	6,498
Increase,	432
6. Number of teachers who have graduated from normal schools,	5,451
Increase,	315
7. Average wages of male teachers per month in the public schools,	\$143 33
Increase,	\$2 39
8. Average wages of female teachers per month in the public schools,	\$53 37
Increase,	\$0 62

VI. Public High Schools.

1. Number of public high schools,	260
Decrease,	1
2. Number of teachers in the high schools,	1,592
Increase,	46

3. Number of pupils in the high schools,	40,252
Increase,	728
4. Amount of salaries paid to high school principals,	\$380,129 23
Increase,	\$698 24

VII. *Public Evening Schools.*

1. Number of cities and towns having public evening schools,	56
Increase,	5
2. Number of evening schools based on the single class room as the unit of comparison,	917
Increase,	68
3. Number of teachers,	1,417
Increase,	81
4. Number of different pupils in attendance: males, 24,213; females, 11,574; total,	35,787
Increase in total,	2,143
5. Average attendance,	19,644
Increase,	1,230
6. Expended upon evening schools,	\$236,095 21
Increase,	\$21,472 39

VIII. *Public Kindergartens.*

1. Number of towns and cities having public kindergartens,	35
Decrease,	2
2. Number of public kindergartens,	234
Increase,	3
3. Number of teachers,	439
Decrease,	4
4. Number of pupils,	14,165
Decrease,	373

IX. *Cost of the Public Schools for Support.*

4. Total expenditure for the <i>support</i> of the public schools, \$11,690,070 05	
Increase,	\$555,136 14
This expenditure is distributed among the following classes indicated in the statutory definition of sup- port:—	
1. Teachers' wages,	\$8,571,748 62
Increase,	\$341,317 14
2. Conveyance of pupils,	\$165,596 91
Increase,	\$13,823 44
3. Fuel and care of school premises,	\$1,466,247 30
Increase,	\$112,951 43
4. School committees, clerks, truant offi- cers, etc.,	\$166,788 94
Increase,	\$5,495 33

5. Superintendents of schools,	\$303,750 19
Increase,	\$17,885 19
6. Text-books and supplies,	\$662,588 76
Increase,	\$32,922 65
7. School sundries,	\$353,349 33
Increase,	\$30,740 96
B. Amount included in the total expenditure for <i>support</i> as given under IX., A, but derived from other sources than local taxation or its equivalent, such as aid from the State, income from local funds, voluntary contributions, etc.,	
	\$455,619 92
Increase,	\$79,118 65
C. Amount raised by <i>local taxation</i> and expended for the <i>support</i> of public schools, being the total expenditure for such support as given under IX., A, diminished by contributions for such support from other sources than local taxation as given under IX., B,	
	\$11,234,450 13
Increase,	\$476,017 49

X. Cost of the Public Schools for Buildings.

A. Total expenditure for <i>buildings</i> for the public schools,	\$3,442,063 33
Increase,	\$397,050 24
This expenditure is distributed as follows:—	
1. New schoolhouses,	\$2,503,410 37
Increase,	\$367,778 74
2. Alterations and permanent improvements,	\$562,182 34
Increase,	\$7,480 97
3. Ordinary repairs,	\$376,470 62
Increase,	\$21,790 53
B. Amount included in the total expenditure for <i>buildings</i> for the public schools as given under X., A, but derived from other sources than local taxation or its equivalent,	
	\$53,859 31
Increase,	\$50,772 30
C. Amount raised by <i>local taxation</i> and expended for <i>buildings</i>, being the total expenditure for buildings as given under X., A, diminished by contributions for buildings from other sources than local taxation as given under X., B,	
	\$3,388,204 02
Increase,	\$346,277 94

XI. Total Cost of the Public Schools for Support and Buildings.

1. Total expenditure for <i>support</i> and <i>buildings</i> for the public schools, that is, for all public school purposes,	\$15,132,133 38
Increase,	\$952,186 38
2. Amount included in the total expenditure for <i>support</i> and <i>buildings</i> as given under IX., A, and X., A, but derived from other sources than local taxation or its equivalent,	\$509,479 23
Increase,	\$129,890 95

3. Amount raised by *local taxation* and expended for *support* and *buildings*, being the total expenditure for these purposes as given under *IX., A*, and *X., A*, diminished by contributions thereto from other sources than local taxation or its equivalent, as given under *IX., B*, and *X., B*, \$14,622,654 15
 Increase, \$822,295 43

XII. Cost of the Public Schools per Child.

1. Average *taxation* cost of the public schools for *support* (*IX., C*) for each child in the State between the ages of five and fifteen years (*III., 2*), \$23 25
 Increase, \$0 56
2. Average *taxation* cost of the public schools for *support* (*IX., C*) for each child in the average membership of the public schools (*IV., 6*), \$27 04
 Increase, \$0 55
3. Average *taxation* cost of the public schools for *support* and *buildings*, that is, for all school purposes (*XI., 3*), for each child in the State between the ages of five and fifteen years (*III., 2*), \$30 28
 Increase, \$1 17
4. Average *taxation* cost of the public schools for *support* and *buildings*, that is, for all school purposes (*XI., 3*), for each child in the average membership of the public schools (*IV., 6*), \$35 19
 Increase, \$1 21
5. Average expenditure on account of the public schools for *support* and *buildings*, including *voluntary contributions* as well as money raised by *taxation* (*XI., 1*), for each child in the State between five and fifteen years of age (*III., 2*), \$31 32
 Increase, \$1 42
6. Average expenditure on account of public schools for *support* and *buildings*, including *voluntary contributions* as well as money raised by *taxation* (*XI., 1*), for each child in the average membership of the public schools (*IV., 6*), \$36 42
 Increase, \$1 51

XIII. Percentage of State Valuation expended for Public School Purposes.

1. Percentage of the total State valuation (May 1, 1901) raised by *local taxation* and expended for the *support* of the public schools (*IX., C*),003 $\frac{19}{100}$ or \$3.70 per \$1,000
 Increase,000 $\frac{7}{100}$ or \$0.07 per \$1,000
2. Percentage of the total State valuation (May 1, 1901) raised by *local taxation* and expended on the public schools for *support* and *buildings* (*XI., 3*),004 $\frac{82}{100}$ or \$4.82 per \$1,000
 Increase,000 $\frac{16}{100}$ or \$0.16 per \$1,000

XIV. Academies and Private Schools.

1. Number of incorporated academies,	46
Decrease,	6
2. Whole number of pupils in the academies for the year, .	6,877
Decrease,	269
3. Amount of tuition paid in the academies during the year, .	\$448,948 29
Decrease,	\$27,359 76
4. Number of private schools returned,	352
Increase,	3
5. Whole number of pupils in the private schools during the year,	80,460
Increase,	5,281
6. Amount of tuition paid in private schools (much of it esti- mated),	\$678,010 00
Decrease,	\$41,864 41

ANALYSIS OF THE STATISTICAL RETURNS FOR 1901–1902.

THE ANNUAL SCHOOL RETURNS.

What Period the Returns cover. — While, for the sake of brevity and convenience, the statistics of the present report are designated as statistics for 1901–1902, it should be understood that they do not all belong to 1901–1902, but cover periods that range from the summer of 1900 to Jan. 1, 1903. The distribution of these statistics is as follows : —

1. School attendance returns from nearly the entire State, covering the school year that runs from the summer of 1900 to the summer of 1901.

For many of the larger places these facts were not in shape for use until the early part of 1902. The office gathered them in April, 1902.

2. School fiscal returns covering a variety of fiscal years that ended all the way from the summer of 1901 to the spring of 1902.

While a uniform school year for all attendance purposes has been practically reached by the State, a uniform fiscal year is not to be expected ; and such a thing as a single uniform year for both attendance and fiscal purposes is more hopeless still. All money returns, therefore, that concern the schools, are for years that end in most cases from one to eight months after the year for the attendance returns has closed.

3. Certain data that belong to the latest fiscal year of the State, that is, to the year from Jan. 1, 1902, to Jan. 1, 1903.

The items under the first two heads are all to be found in the abstract ; under the third head, in the body of the report.

Compliance with the Direction relative to a Uniform School Year. — A year ago 37 towns, with a population of 73,076, reported that they had made attendance returns for other school years than the uniform school year directed. The number of towns reporting non-compliance in the present report is 19, with a population of 31,446. They are Alford, Belchertown, Chatham, Chilmark, Enfield, Foxborough, Gay Head, Granville, Halifax, Ludlow, Montgomery, Mt. Washington, New

Ashford, North Brookfield, Petersham, Princeton, Richmond, Webster and Weston. The following 9 towns, with a population of 27,271, did not report when their school year closed: Amherst, Gardner, Gosnold, Lakeville, Ipswich, Nahant, Newbury, Oakham, Royalston and West Bridgewater.

There are doubtless some errors on these two lists. Enfield, Foxborough, Ludlow, Petersham, Princeton and Royalston, for example, reported a year ago that their attendance returns were made for the uniform school year, as directed. The attention of these 28 towns is called to the directions given them in the blank for the school returns, and to the reasons for those directions as set forth in the sixty-third report, pages 76–78.

Three hundred and twenty-five towns and cities, embracing 98 per cent. of the population, now make their attendance returns for a uniform school year, with the result that their accuracy and trustworthiness have been much improved.

NUMBER OF PUBLIC SCHOOLS.

Consolidation of Schools. — The number of public schools, when the unit in counting them is a single school with one head or principal, is 4,305; when the unit is a single class room, the number is 11,017. As under the first unit the number is less than it was a year ago by 116 schools, and than it was in 1895 by 285 schools, the inference is that the process of consolidating schools is still going on, — an inference that is confirmed by the gradually increasing expenditure for conveyance.

NUMBER OF MONTHS THE PUBLIC SCHOOLS HAVE BEEN KEPT.

Elementary Schools. — The law requires that the schools shall be kept at least eight months. The average length for the State exceeds this requirement by one month and six days. The excess a year ago was one month and five days. The following towns report lengths of schooling less than eight months: —

Alford, . . . 7 mos., 3 days.	Rowe, . . . 7 mos., 13 days.
Florida, . . . 7 mos., 17 days.	Sandisfield, . . . 7 mos., 19 days.
Hawley, . . . 7 mos., 16 days.	Savoy, . . . 7 mos., 17 days.
Lanesborough, . . 7 mos., 7 days.	

The following towns report one or more schools as kept less than the legal time, the average length of their schools as a whole, however, exceeding eight months: Dennis, Hancock, Tyringham, Quincy, Templeton and Worthington.

Of the towns whose schooling is less than eight months, Alford, Florida, Hawley, Rowe and Savoy are entitled to reduce their schooling to twenty-eight weeks, on compliance with the provisions of section 1, chapter 42 of the Revised Laws.

High Schools. — High schools are required by law to be kept forty weeks. No penalty is attached to failure to do so. In the case, however, of a school fund town that is required by law to maintain a high school, no apportionment and distribution of the income of the school fund to such town can be legally made if the high school is kept less than thirty-six weeks. Of the 260 high schools returned, 69 were kept forty weeks, 55 from thirty-nine to forty weeks, 61 from thirty-eight to thirty-nine weeks, 37 from thirty-seven to thirty-eight weeks, and 27 from thirty-six to thirty-seven weeks. In the following towns the high schools were kept from thirty-four to thirty-six weeks only: Boxford, Cottage City, Essex, Grafton, Hubbardston, Millis, Pembroke, Rutland, Sudbury, Tisbury, and West Bridgewater. Of these towns, only Cottage City and Grafton are required to maintain high schools. The other towns reason, doubtless, that, since they are not required to maintain high schools at all, they may consult their pleasure, if they choose to maintain them, as to the length of time they will keep them open. On the other hand, every properly qualified child in the Commonwealth is entitled to free high school instruction, either in the home school, or, if there is no high school at home, in some outside high school. This instruction is presumably of the sort defined in the statutes, — instruction “for the general purpose of training and culture, as well as for the purpose of preparing pupils for admission to State normal schools, technical schools and colleges,” and in a school that meets the statutory requirements of “one or more courses of study at least four years in length,” and of sessions that amount to “forty weeks, exclusive of vacations, in each year.” The correct principle seems to be that, if a town not required to maintain a high school chooses to do so, it is not

at liberty to keep it open for as short a period as it pleases, but is under bonds to hold it up to the legal standard of forty weeks. The proper choice for the child is between a legal length at home and a legal length outside.

The fact that 191 of our 260 high schools fall short of the forty weeks fixed by law leads to the inquiry whether this length is not greater than the people will bear. It exceeds by one or two months the length of schooling in numerous private schools and in the colleges. The demands of higher institutions, of the law, and, in general, of modern education, are so serious, however, that the full time of forty weeks seems to be needed to meet them fairly. The 69 schools that were kept open the full time include a large proportion of the best high schools in the State. Of the 191 that fell short, about half fell short by a period varying from one day to eight. It is quite probable that in numerous cases the school committees plan for the full forty weeks; then, because of storms, agricultural fairs, teachers' meetings, local celebrations and what not, the full time is reduced. Under a rule of the school register, of long standing but of doubtful expediency, if not of doubtful legality, it is permissible to count towards the length of schooling such legal holidays as occur in term time. The legal holidays are February 22, April 19, May 30, July 4, the first Monday in September, Thanksgiving day and Christmas day. Inasmuch as three or four of these holidays are likely to occur in term time, the actual length of schooling is so many days less than the length which the towns and cities are permitted to return. It is worthy of inquiry whether it would not be better to make the legal requirement for high schools a definite number of days with no allowances whatever for holidays or other days when the schools are closed. If such schools were required to be kept open, say, 190 actual days each year, would not such a requirement have the advantage of a sharper definition, prevent fictitious additions to the length of schooling, discourage the too indulgent closing of schools, and practically hold the schools up to the actual time attained by those that return, under the present system, forty weeks? For like reasons, should not the length of schooling below the

high school be made a definite number of actual days instead of 32 weeks? A frequent inquiry at the office is this: Why is it not just as fair to count towards the length of schooling the days when the schools are closed on account of storms, teachers' institutes, etc., as to count the legal holidays? And it is quite certain that, in spite of the register rule, other holidays than the legal ones are frequently counted towards the length required by law. Such fictitious or constructive days of schooling are to be deprecated. It matters not how little time is involved, the principle of counting days of no schooling as days of schooling is, on the face of it, unsound.

Under the high school law of 1902 the Board of Education is called upon to approve numerous high schools. The payment of State money either in the way of direct grants to high schools or of reimbursement of high school tuition expenditures is conditioned upon such approval. It looks on the surface as if it would be a feasible and effective way of holding the State grant high schools up to the legal standard, if the Board should withhold approval from them and thus block State payments on their account until compliance is assured. The law, however, does not permit the withholding of a town's share in the income of the school fund on account of a deficiency in the length of high school instruction, unless such length falls short of thirty-six weeks. In its approval of high schools previous to the law of 1902, the Board has not taken into account the length of schooling unless it has fallen below thirty-six weeks. Whether, under the circumstances, it ought to do so hereafter, merits consideration.

SCHOOL CENSUS DATA.

Anomalies in the School Census for 1890. — It was pointed out a year ago that the school census for September, 1890, presented some exceedingly questionable data. For children between seven and fourteen it showed a gain over the preceding year of 5,667 boys and 8,267 girls, — a suspicious disproportion. For children between five and fifteen it showed a gain of 5,409 boys and 10,901 girls, — a disproportion out of all reason. Moreover, the larger gain of boys between seven

and fourteen over that of boys between five and fifteen was impossible. The census for 1901 shows a gain for children between five and fifteen of 7,712 boys and 1,164 girls, and a gain for children between seven and fourteen of 5,123 boys and 1,544 girls. These gains, so discordant on the surface, are apparently due to the anomalies of the preceding census, and seem to correct them. The census of 1901 gives 225 more boys than girls between seven and fourteen, and 582 more boys than girls between five and fifteen, — results that harmonize well with the proportions of the sexes for these ages established by the State census of 1895.

The Needless Enumeration of Children between Five and Fifteen Years of Age.—There is now no valid reason for enumerating the children between five and fifteen years of age. An old statute requires, indeed, that the towns shall raise for the support of its schools at least three dollars for each child between these ages, but this minimum was for conditions that have ceased to exist. Only once during the past eight years has a town fallen short of this sum, — the town of Gay Head, — and it immediately set itself right when its attention was called to the matter. Obviously, the cost of the schools is more dependent on the number of children to be educated at public expense than on any other single factor. The children legally entitled to be thus educated are of all ages, from the lowest kindergarten age of three up to twenty-one. The Supreme Court of Massachusetts, in the case of *Needham v. Wellesley*, 139 Mass. 372, rules upon this point as follows : —

The Legislature adopted as the rule for equalizing the burdens of expense for maintaining schools, that the excess which fell upon Needham should be ascertained “on the basis of the average number of scholars in the public schools of legal school age for the year eighteen hundred and eighty.” The commissioners ruled and held that by “the average number of scholars in the public schools” was meant the average “membership of the public schools, as shown by the school register.” This was the correct construction of the statute. Scholars whose names are upon the register, and who are recognized as members of the schools, are scholars, though they may be occasionally absent from school. If the Legislature had intended to make the

average attendance upon the schools the basis, it would have said so. The language used does not naturally bear this construction.

The commissioners also ruled that the phrase in the statute, "of legal school age," includes all the members of the schools under the age of twenty-one years. We are of opinion that this ruling was correct. The Pub. Sts., c. 47, § 4, provide that "all children within the Commonwealth may attend the public schools in the place in which they have their legal residence, subject to the regulations prescribed by law." Under this provision, all the residents of the Commonwealth under the age of twenty-one years, as soon as they have sufficient capacity, are entitled to attend the public schools, subject to such lawful regulations as may be made; and, by its natural meaning, the expression "scholars of legal school age" includes all those who are entitled to attend the public schools.

The respondent contends that it means scholars between the ages of eight and fourteen years. The statute upon which it relies provides that persons having the control of children between those ages may be compelled to send them to school for a certain portion of the year (Pub. Sts., c. 47, § 1). It does not fix the ages within which children may legally attend the public schools. It is, like the Pub. Sts., c. 48, in regard to children employed in manufacturing establishments, designed to compel the education of children, and not fix a legal school age.

The same remark is true of the Pub. Sts., c. 43, upon which the respondent relies as establishing the legal school age as being between the ages of five and fifteen years. This statute provides for the distribution of one half of the income of the school fund among the cities and towns in proportion to the number of persons between five and fifteen years of age belonging to each. It is no part of its purpose to provide what shall be the legal school age.

We can see no rule of construction by which it can be held that scholars under the age of eight or over the age of fourteen years are not of legal school age. The expense of maintaining schools depends upon the number of scholars who attend, and not upon the number of those who are compelled to attend. The reason of the rule, and the ordinary meaning of the language used, both show that by "scholars of legal school age" the Legislature intended all scholars who were of the age which entitled them to attend school, and for whom the town was compelled to keep its schools open.

And, since towns and cities do not generally make the point that persons should withdraw from school at twenty-one, it

follows that no inconsiderable number may be found in the public schools, usually in the upper classes of the high school, who have attained their majority. Moreover, not all children between five and fifteen attend the public schools. Particularly is this true of cities and towns where large numbers are in parochial schools. Such communities should not be required to raise a definite sum per child for all children between five and fifteen, when they are to school only a portion of them.

If no use whatever were made of the age group from five to fifteen, it would favor simplicity and economy in the presentation of statistical information. It has just been pointed out that the only purpose the group now serves is not properly served, and can be far better served by the average membership group.

Average Membership the Best Basis for a Minimum Requirement. — The safest and most sensible basis for a minimum requirement of expenditure per child is the average membership of the public schools, as determined by the rules of the register. It is the factor that, more than the total enrolment or the average attendance or the number of children in any special age group, determines the cost of the schools, and, therefore, should indicate the minimum amount per child to be raised. There are two important principles that belong together, — the one relating to what the State should require the towns to do for themselves, and the other to the aid the State should grant to the towns. They are the following: —

1. The minimum amount a town should be required to raise for the support of schools should be a definite sum per child in the average membership of such schools, such sum being the largest where the valuation per child is largest, and least where the valuation per child is the least.

2. The aid granted by the State should be a sum for each child in the average membership that varies with the valuation behind such child, being largest where such valuation is the least, and least where such valuation is largest.

These two principles, sound in themselves, would act as a check on each other. If, under the first, a town should be tempted to force its average membership down so as to reduce the amount required to be raised by taxation, under the second

it would be tempted to force the average membership up so as to reduce its valuation per child, and thus increase the aid received from the State. Between these opposite temptations the average membership basis would not present an inviting field for forcing processes.

Illiterate Minors over Fourteen Years of Age. — The number of illiterate minors returned is 5,146, or 1,096 less than a year ago. This is a difficult item to ascertain with accuracy. The illiteracy meant is inability “to read at sight and write legibly simple sentences in the English language.” Consequently, from the point of view of the school census, the minor who speaks and writes French or German or Italian only is an illiterate, as well as the minor who cannot read and write at all. The distinction between these two kinds of illiteracy, the real and the constructive, is an important one to note, since the odium which goes with the former does not attach itself necessarily to the latter. If minors who have attended school in foreign lands come to us to live, the law requires that they shall learn the English language, — not on the ground of general ignorance or lack of schooling, but for the simple reason that, however scholarly they may be in their own language, they should know English, so as to become better acquainted with our institutions and people, and so be able to live among them to better advantage.

The new law relative to illiterate minors, chapter 183 of the Acts of 1902, requires that in the evening school municipalities every minor over fourteen, not simply between fourteen and sixteen, as heretofore, shall have an age and schooling certificate as a prerequisite to employment, or, in default thereof, shall attend the evening school or a day school. Illiteracy among native-born minors is practically extinguished; that which exists belongs to children of foreign birth, and is more common in the factory towns and cities than elsewhere. The enforcement of the employment law rests primarily with the State inspectors of public buildings, since they are designated as the only ones by whom complaints should be made. But the gathering of the information on which complaints are based is assigned both to these inspectors and to the truant officers. Where either of two authorities

may, and neither *must*, there is a tendency in each to depend on the other. The truant officer and the State inspector should confer with each other, to secure economy and efficiency of procedure. The truant officer better understands local conditions, for he lives in their midst; the State inspector can better apply the law, because he is further removed from dissuasive local influences.

PUBLIC SCHOOL ENROLMENT AND ATTENDANCE DATA.

Public School Children within the Compulsory Age Limits. — The following table exhibits for five years a comparison between the census and the school returns of children within the compulsory age limits : —

YEARS.	NUMBER WITHIN THE COMPULSORY AGE LIMITS —				Excess of the census return over the public school return.
	By the school census.	Increase.	In the public schools.	Increase.	
1897-1898, . . .	258,793	9,043	240,366	6,086	18,427
1898-1899, . . .	267,836	9,043	245,728	5,362	22,108
1899-1900, . . .	320,979	53,143	288,625	42,897	32,354
1900-1901, . . .	334,913	13,934	292,028	3,403	42,885
1901-1902, . . .	341,334	6,421	299,065	7,037	42,269

The table shows, in the sharp increases of numbers for 1899-1900, the effect of dropping the lower compulsory limit from eight years to seven; and, in the disproportionate increases for 1900-1901, the probable effect of more accurate school returns in doing away with double enrolments, — an effect due to the new rule that the attendance returns should be for the uniform school year that runs from one summer vacation to the next. Such a rule affects the school record, but not the census.

The census shows 42,268 children between seven and fourteen who are not in the public schools. The number of such children in the public schools is 63 per cent. of the public school enrolment. Should 63 per cent. of the private school enrolment,

which is returned as 87,337, come within the compulsory age limits, this would add 55,022 children, making the total number between seven and fourteen in public and private schools 354,088, or 12,754 in excess of the school census returns.

It should be noted that the census gives the number for a particular date, September 1, at the beginning of the school year, while the enrolment gives the number not only for the beginning of the school year, but for all additions to this number during the school year.

Other Items of Enrolment and Attendance.—The number of persons between five and fifteen that attended the public schools was 420,303, or 62,800 less than the census returns. Of course there are numerous children between five and fifteen in private schools, and not a few who do not attend school at all, since they are either under seven or over fourteen, and so are not required to attend.

The number of public school pupils under five shows a reduction of 308 over the preceding year, which may be due to a slight check in the kindergarten movement; and the number over fifteen shows a reduction of 268, notwithstanding an increase in the high school enrolment of 728.

The average membership has gained handsomely on the total enrolment, the ratio of the average attendance to the average membership holding its own. It was expected that, when returns were based on the new register rules, the greater stringency of those rules would reduce the percentage of attendance. Under an old register rule, a name was dropped from the membership after five days of absence; under the new rule, and a State law that requires it, a name cannot be dropped from membership until after ten days of such absence. So, too, the practice was once common of crediting the schools with an attendance of 100 per cent. for days counted in the length of schooling, but on which the schools were not in session. Such fictitious records are forbidden in the new register. Again, pupils were frequently, if not commonly, credited with full attendance if they were present but a small fraction of the session, — a practice now forbidden by law, and therefore by the State register. All these changes should re-

sult in a reduced percentage of attendance. In Suffolk County, where the conditions for regular attendance are at least as favorable as anywhere in the State, the average attendance is 89 per cent. In Berkshire County, where the conditions are frequently exceedingly adverse to regular attendance, the percentages run from 83 to 98, with an average of 91. It is to be feared that teachers, in their anxiety to keep their percentages high, not infrequently adhere to the discarded rules of the old register, or to the indulgent and objectionable practices that grew up under them. It is important, for example, that the average membership of the schools shall be worked out uniformly throughout the State, since it now serves, and is likely hereafter to be more fully used for the purpose, as a basis for important money computations. Then there are considerations of honor, — is it right for a school to gain a fine reputation for attendance through forbidden practices in recording it? Moreover, it is a pertinent question whether, in those schools that genuinely attain remarkable results in attendance, there may not be a kind of unconscious tyranny in the school pressure for such attendance that forces it in some cases against all prudence.

Needless irregularity of attendance is, of course, an exceedingly burdensome weight for the pupil, the teacher, the school, the family, the community to carry. It causes irreparable breaks in the child's training; it is fatal to his interest in study; it forces the teacher to repeat her instruction, or to let the child go without it; it wounds the school; it hurts the family; it vitiates the expenditure of the school money; from it issue a thousand rills of evil consequences. So deeply are both the rights of others and the welfare of the child involved in it, that the State has authorized stringent measures for reducing it to a minimum. The efforts of teachers to secure constancy of attendance have, therefore, great impelling reasons behind them, and are to be highly commended. The success of so many of our teachers in securing almost perfection of attendance doubtless reflects their ability to make school interesting and attractive, as well as their energy in preventing needless loss of schooling. Nothing should be done to undermine these laudable efforts. The two cautions here emphasized ought

not to interfere with judicious pressure for regularity, for one of them is a caution against fictitious or constructive attendance records that add to the seeming of things, but not to the reality; and the other is a caution against that undue or misplaced or improperly guarded pressure that brings pupils to school when prudence requires that their parents should keep them at home. In giving the second caution, it becomes the giver to be cautious himself; for he deprecates the excessive indulgence into which some families and communities are permitting themselves to fall in the matter of their children's attendance at school. The conveyance of children in our rural communities has much in its favor; it would be unfortunate, however, if it should lead to effeminate ideas about children's walking. So, too, it is necessary sometimes to close the schools because of extraordinary storms; indeed, if the authorities did not do this, these storms would do it for them; but a certain trend to have the schools close for storms that are far from being extraordinary, with the accompanying weakening of the attitude of children towards the harder aspects of our New England weather, needs to be resisted. Children should school themselves to encounter such weather, and protect themselves against it. Under some conditions, especially in the cities, the school is a better place for the children in such weather than the home.

The average membership is 88 per cent. of the total enrolment, — the same as a year ago. The average attendance is 82 per cent. of the total enrolment. When it is considered that the total enrolment includes the names of numerous pupils who, for various reasons, are in attendance but a portion of the year, and some of them for exceedingly brief periods, and then are dropped from the membership, this ratio of the actual attendance to such enrolment is exceedingly creditable.

PUBLIC SCHOOL TEACHERS AND THEIR WAGES.

Inferences from the Table. — Study of the table relating to teachers and their wages shows that the ratio of men to women in the number of different teachers employed is 1 to 10.2, — the same as last year; and that the ratio of the number of different teachers to the number of positions to be filled is

Table showing the numbers of public school teachers employed, of public school teachers required and of public school teachers who have attended normal schools, with their wages per month, for the past ten years.

YEARS.	DIFFERENT TEACHERS EMPLOYED.				TEACHERS REQUIRED.		TEACHERS FROM NORMAL SCHOOLS.				WAGES PER MONTH.			
	Men.	Women.	Total.	Increase.	Total.	Increase.	Total.	Increase.	Graduates.	Increase.	Men.	Increase.	Women.	Increase.
1892-1893, .	989	10,244	11,233	268	9,751	265	4,131	72	3,473	206	\$140 73	\$6 51	\$48 13	\$1 61
1893-1894, .	1,009	10,705	11,714	581	10,073	322	4,222	91	3,575	102.	129 41	11 32*	47 91	22*
1894-1895, .	1,046	10,981	12,027	313	10,409	336	4,368	146	3,734	159	128 55	86*	48 38	47
1895-1896, .	1,078	11,197	12,275	248	10,682	273	4,540	172	3,903	169	136 03	7 48	50 30	1 92
1896-1897, .	1,120	11,723	12,843	568	11,301	619	4,661	121	4,103	200	144 80	8 77	52 20	1 90
1897-1898, .	1,174	12,029	13,203	360	11,678	377	5,087	426	4,425	322	137 50	7 30*	51 44	76*
1898-1899, .	1,197	12,205	13,402	199	11,959	281	5,404	317	4,687	262	136 23	1 27*	51 41	03*
1899-1900, .	1,196	12,379	13,575	173	12,290	331	5,831	427	4,905	218	136 54	31	52 50	1 09
1900-1901, .	1,214	12,408	13,622	47	12,614	324	6,066	235	5,136	231	140 94	4 40	52 75	25
1901-1902, .	1,240	12,665	13,905	283	12,893	279	6,498	432	5,451	315	143 33	2 39	53 37	62

* Decrease.

1.08 to 1, — also the same as last year. Inasmuch as the ratio for this second item ten years ago was 1.15 to 1, it follows that there has been an increase in the permanence of tenure. Thus far these ratios have been computed for the school year only. They cover the changes that take place within the year, but not the somewhat numerous changes that occur in the transition from one school year to the next. In the next school returns an inquiry will be made to ascertain the number of teachers that resigned or were dropped at the close of the preceding school year, these being the changes that the present permanency-of-tenure ratios do not include.

The increase in the number of teachers from normal schools is the largest in the history of the State. They contribute now 47 per cent. of the entire teaching body, as against 39 per cent. ten years ago. It is a fact of common observation that teachers professionally trained are not infrequently inferior to teachers who have received no special training at all. It still remains true, however, that, in teaching power and results, a thousand trained teachers will average far higher than a thousand that are untrained.

The wages per month of men and women are \$143.33 and \$53.37 respectively, the former showing an increase over the preceding year of \$2.38 and the latter an increase of 62 cents. On the basis of nine and eleven twentieths months of service, men receive an average of \$1,369 a year, and women an average of \$510. In a few of the poorer towns the salaries run as low as \$5 a week. This means that for a year of thirty-two weeks the teacher gets only \$160, out of which she must provide her board. The average unintelligent domestic commands \$160 per year, and her board in addition. No teacher in Massachusetts in full charge of a school, and rendering, after reasonable probation, satisfactory service, should receive less than \$10 per week. This means \$320 a year, — a salary that can hardly be called extravagant for one who has properly prepared herself for the work.

PUBLIC KINDERGARTENS.

Public Kindergarten Data. — The public kindergarten is a new school for most of the few communities that have adopted it. Established first in Boston and Cambridge at private ex-

pense for public use, to test its claim to public approval, in each case it won such approval, and was in time made a part of the public school system. Other towns and cities have gradually adopted the kindergarten in tentative ways. Like all new things, it has to stand the ordeal of serious questionings as to its utility by those who do not comprehend its philosophy, and as to its expediency by those who do. It is hardly practicable in rural communities, outside of the villages, since the children are few and widely separated, and the dominant attitude towards innovations is often one of skepticism. And where the kindergarten is thought well of, and would otherwise be a most welcome addition to the school system, the additional expense it would mean leads the school authorities to shrink from its adoption. There is no question as to its value among those who have studied its philosophy. It takes children at their most impressible age ; it moulds them through the agency of their interests, which are respected, and their activities, which are judiciously directed ; it leads them into habits of right conduct ; it favors right attitudes of mind and heart towards the world of persons and things ; in brief, it is pre-eminently a school for training in manners and morals. And all this makes its blended play and work an admirable preliminary to the more formal instruction that comes after. This formal instruction has already been sweetened, vitalized and made more natural by the kindergarten, where it exists ; and even where it does not exist, its distant influence is felt. In all the normal schools kindergartens are maintained, that intending teachers in general may become familiar with their spirit and methods.

The present number of grades in the elementary schools is usually 9. In the middle and western States it is generally 8. With the improvement making in the qualifications of teachers and in the methods of instruction, it is probable that as much may be done now in eight years as was formerly done in nine. It is a fact of common realization, in communities where an enlightened management permits capable pupils to forge ahead, that considerable numbers succeed in reducing their six years in the grammar grades by one and even two years. Whether in consequence they do inferior work in the high school, is a

mooted question. Cambridge statistics have uniformly shown, for all the years of the trial and in its three high schools, that those pupils who completed the six years' course of the grammar schools in four have averaged the highest in their scholarship rank, the five years' pupils coming next and the six years' pupils third. Of course these shorter course pupils were self-selected, as it were, by their capacity and their ambition; but they raise the legitimate inquiry whether the grammar school grades might not be profitably reduced from six to five. This inquiry is suggested at this point because, with such reduction, the way would be cleared for the general introduction of the kindergarten for the lowest grade. Nine years of elementary instruction beginning with the kindergarten would have certain educational advantages over nine years of instruction beginning with the primary grades. The expense of the kindergarten would be largely offset by the reduction in the number of grades above, and the high school would be reached a year earlier. It hardly needs to be added that the saving of a year, if it can be done without injury to health or scholarship, holds an important relation to one's plans for the future. The danger of diminished thoroughness of preparation merits consideration in this connection. On the other hand, the transforming and supplementary influences of growing maturity upon what is not fully grasped in the earlier years have not been credited with their proper value in making good the inevitable deficiencies of schooling.

The following comparative view covers the entire period for which kindergarten statistics have been gathered : —

YEAR.	Number of kinder- gartens.	Increase.	Number of teachers.	Increase.	Number of pupils.	Increase.
1898, . . .	192	-	372	-	12,550	-
1899, . . .	210	18	396	24	14,008	1,458
1900, . . .	220	10	423	27	14,257	249
1901, . . .	231	11	443	20	14,538	281
1902, . . .	234	3	439	4*	14,165	373*

* Decrease.

COUNTIES, CITIES AND TOWNS.	Number of kindergartens.	Number of teachers.	Number of different pupils.	Minimum age at which pupils are admitted.	Cost.
Barnstable County:					
None,	-	-	-	-	-
Berkshire County:					
Lee,	1	2	42	3	\$963 61
North Adams,	4	8	229	4	3,420 00
Bristol County:					
Attleborough,	3	5	111	3	1,480 00
Easton,	1	2	48	3	625 00
Fall River,	3	6	209	4	-
New Bedford,	3	6	188	4	3,300 00
Dukes County:					
None,	-	-	-	-	-
Essex County:					
Andover,	3	4	129	3½	1,950 00
Haverhill,	1	2	66	3½	1,076 28
Marblehead,	2	2	73	3	798 75*
Peabody,	1	1	34	4	400 00
Franklin County:					
Greenfield,	2	2	90	3½	950 00
Northfield,	1	1	33	3½	325 00
Hampden County:					
Chicopee,	2	2	119	3	-
Holyoke,	6	11	372	4½	5,238 95
Springfield,	9	23	823	4	11,749 11
Westfield,	3	4	107	3-9	1,060 63
West Springfield, . . .	3	5	169	4½	1,508 00
Hampshire County:					
Northampton,	4	8	153	3½	-
Middlesex County:					
Cambridge,	14	25	865	3½	16,039 54
Lowell,	12	25	779	3½	13,640 00
Malden,	5	10	280	3	3,993 02
Medford,	9	8	418	4	4,150 00
Melrose,	4	8	167	4	2,972 00
Newton,	15	32	785	4	18,000 00
Somerville,	4	8	239	4	4,162 00
Watertown,	1	2	49	3	750 00
Winchester,	4	8	190	4	3,669 41
Nantucket County:					
None,	-	-	-	-	-
Norfolk County:					
Braintree,	5	5	163	4	1,985 00
Brookline,	11	19	494	3½	13,765 53
Dedham,	2	4	133	3½	1,505 76
Milton,	4	7	185	3½	-

* For teachers only

COUNTIES, CITIES AND TOWNS.	Number of kindergartens.	Number of teachers.	Number of different pupils.	Minimum age at which pupils are admitted.	Cost.
Plymouth County :					
Bridgewater,	1	2	45	4	\$1,500 00
Suffolk County :					
Boston,	78	158	5,572	3½	106,156 74
Worcester County :					
Hopedale,	1	2	39	4	1,200 00
Worcester,	12	22	762	4	13,169 37
Totals (35 towns), . .	234	439	14,165	3 to 4 years.	\$241,538 70

PUBLIC HIGH SCHOOLS.

High School Data. — The number of high schools returned is 260. The number of pupils enrolled, 40,252, is 8.4 per cent. of the total enrolment of the schools. This means that from 25 to 30 per cent. of the school children avail themselves of the advantages of the high school. The average number of pupils per teacher is 25. The average pay of the principals is \$1,462. That this interest of the public in the high school is great and productive may be inferred not only from the generous patronage which they give it, but from the numerous commodious, elaborate and beautiful buildings, often the finest expressions of civic ambition and pride, which they cheerfully provide for its purposes. The workings of the new high school law of 1902 will be considered under another head.

PUBLIC EVENING SCHOOLS.

Evening School Data. — The number of evening schools, the unit for counting being the class room of which a single teacher takes charge, is 917, — an increase of 68. Fifty-six towns and cities maintain them, as opposed to 51 a year ago. The total enrolment returned is 35,787, — an increase of 2,143; the average attendance, 19,644, — an increase of 1,230; the total number of teachers, 1,417, — an increase of 91; the total expense, \$236,095.21, — an increase of \$21,472.39. The cost per pupil enrolled is \$6.60, as against \$6.58 a year ago and \$5.48 ten years ago. During these years the efficiency of many of the evening schools has been much increased,

many of them having carefully prepared courses of study, systematically arranged, for whose completion diplomas are awarded. These schools must always contend with the obstacles inherent to the conditions under which they work, taking their students, as they do, with their vital energies often seriously reduced by the work of the day, and with the distracting pressure of evening influences upon them for recreation or rest.

The average attendance is necessarily much lower than in the day schools, the percentage being 55 in the former case and 92 in the latter. The attention of the office has been called to the importance of securing a uniformity of basis for computing the attendance data of evening schools, since a high percentage on one basis may signify no more than a low one on another basis. And yet, in the comparisons freely made of one system of evening schools with another, the seeming fact that one attains results that another fails to get may occasion an unwarranted satisfaction on the one hand and an unwarranted dissatisfaction on the other.

The following towns and cities are required to maintain evening elementary schools, since their population exceeds 10,000 each:—

Adams,	Haverhill,	Northampton,
Attleborough,	Holyoke,	Peabody,
Beverly,	Hyde Park,	Pittsfield,
Boston,	Lawrence,	Quincy,
Brockton,	Leominster,	Revere,
Brookline,	Lowell,	Salem,
Cambridge,	Lynn,	Somerville,
Chelsea,	Malden,	Southbridge,
Chicopee,	Marlborough,	Springfield,
Clinton,	Medford,	Taunton,
Everett,	Melrose,	Waltham,
Fall River,	Milford,	Westfield,
Fitchburg,	New Bedford,	Weymouth,
Framingham,	Newburyport,	Woburn,
Gardner,	Newton,	Worcester.
Gloucester,	North Adams,	

They all complied with the law except Adams, Attleborough, Melrose, Revere and Weymouth.

The following towns also maintained evening elementary schools, though not required to do so : —

Dudley,	Northbridge,	Tewksbury,
Greenfield,	Orange,	Wakefield,
Hudson,	Palmer,	Watertown,
Methuen,	South Hadley,	Webster.
North Attleborough,	Spencer,	

The following 10 cities are required to maintain evening high schools, if properly petitioned to do so : —

Boston,	Lowell,	Somerville,
Cambridge,	Lynn,	Springfield,
Fall River,	New Bedford,	Worcester.
Lawrence,		

All these cities except Lynn and Somerville maintained such schools.

The following places maintain evening high schools, though not required to do so : —

Beverly,	Hyde Park,	Wakefield,
Brockton,	Marlborough,	Webster.
Clinton,	Peabody,	

COST OF THE PUBLIC SCHOOLS.

Two Classes of Expenditures. — In the sixty-fourth report all expenditures for the public schools were brought together, for the first time, into two natural groups, to wit : —

- I. Expenditures for the *support of public schools*.
- II. Expenditures for *public school buildings*.

The Legislature of 1900 so extended the statutory definition of support that thereafter, for the first time, it included expenditures of every kind for the public schools except those for public school buildings, such expenditures being for the following designated purposes : —

1. Teachers' wages.
2. Conveyance of pupils.
3. Fuel and care of school premises.
4. School committees, clerks, truant officers, etc.
5. Superintendents of schools.
6. Text-books and supplies.
7. School sundries.

Previous to 1900, items 5, 6 and 7 were not included in the statutory definition of support. Item 2 was not included previous to 1896. The object of the definition is to insure a uniform basis for the distribution of the income of the school fund. Previous to 1900, therefore, two sets of statistics for support used to be prepared, one set covering the statutory items only, for the school fund purpose, and the other covering all the items, for the purpose of showing the full cost. Previous to 1896 there was no class of items entitled "school sundries." Some of them were placed in classes to which they did not belong, but most of them appear to have been omitted altogether from the returns. The total of sundries returned since 1896 is \$2,206,116. Most of this sum has increased by so much the apparent cost of the schools since 1896. Expenditures for support as given in the present report may be legitimately compared, therefore, with those that appear in the sixty-fourth and sixty-fifth reports, but not with those that appear in earlier reports unless due allowance is made for the statutory enlargement of the definition of support.

An Important Distinction. — It should be noted that the *total local expenditure for the support of public schools* is somewhat larger than the *total local taxation cost of such support*, since the total expenditure includes money from other sources than local taxation, as from the State, the income of local funds, voluntary contributions, etc. The present report gives in order : —

1. The total local expenditure for support.
2. The items of this total expenditure.
3. The amount from other sources than local taxation included under the total local expenditure as given under 1.
4. The total local taxation cost of support, or the amount given under 1 diminished by the amount given under 3.

A similar distinction exists between the total expenditure for buildings and the total taxation cost, although the difference between the two is comparatively small.

The Total Local Expenditure for Support. — The seven classes of expenditures for support just given cover all possible items of support. Doubtless the returns do not all draw the lines among these classes in the same way, but minor differ-

ences of this sort affect the classes but little and their total not at all. The total local expenditure for support, \$11,690,070.05, is \$555,136.14 more than a year ago and \$4,301,384.76 more than a decade ago, the increase for the year being nearly 5 per cent. and for the decade nearly 37 per cent. The increase in average membership for the year was a little over 2 per cent. and for the decade nearly 23 per cent.

Total Expenditure for Teachers' Wages. — Previous to 1900 the towns were not called upon to return the total expenditure for teachers' wages as a separate item. The present returns show a total expenditure of \$8,571,748.62 for this purpose, which means an average of \$664.84 for each teaching position for the year and an average of \$71.49 per month. The average pay for men is much above this State average, that for women a little below, the former averaging \$1,332.97 for the year and the latter \$496.34.

Conveyance of Pupils. — The process of consolidating small and expensive schools is still going on. The total expenditure for conveyance, \$165,596.91, exceeds that of the previous year by \$13,823.44 and that of a decade ago by \$115,006.50.

The policy of uniting small schools in larger central ones and conveying the children thereto has made great strides during the decade. The movement is a wholly voluntary one, the law authorizing but not requiring it. It means, on the whole, better buildings, better appointments, better grading, better teaching, better results. It brings the children of different sections of the town together, reduces a certain provincialism that is due to the old-time dispersion and isolation of the schools, and makes the central school a natural and feasible centre for certain outside social and educational enterprises that may properly be encouraged in connection with it. The same expenditure of money goes further under this centralization. If it costs more than the old way, it is because the interest of the people is more active to secure good results. So much depends on the teacher, however, that an unfortunate selection goes far towards neutralizing the expected advantages. This gives a pretext for attacking the system, when it is not the idea of the system but the administration of it that is at fault. But there is no change for the

better that does not bring in its train new problems and perplexities. The conveyance of children is by no means free from them. The law prescribes no limits beyond which the children must be conveyed. Schoolhouses are conveniently located if they are sufficiently near the children, or if, being too far away, the children are transported to the schoolhouses. What convenience is the school committee determines; its decisions are influenced naturally by the magnitude of the problems involved and the money available for their solution. The courts incline to sustain committees in the exercise of their discretion. Letters relative to alleged failures to provide conveyance when conditions seem to require it are frequently received by the office. The office furnishes information as to the law and to the general rights of citizens to convenient schooling. The application of general principles to concrete cases belongs solely to the school committee. Among the points needing attention in dealing with conveyance the following are conspicuous:—

1. Little children ought to be conveyed to school where the distances are in the vicinity of a mile. Conveyance is especially important if the way lies through woods or lonely and isolated regions. Where houses abound and walking is relatively easy, walking distances may be increased.

2. It is sometimes better for the larger number conveyed that the carriage should not go to every door, but that certain children off the main roads should meet it at suitable places.

3. Pains should be taken to furnish clean and comfortable vehicles, in charge of suitable persons. The conduct of children while in transit is largely dependent upon the character and competence of the driver. The authority of the school committee to enforce proper conduct during conveyance is indisputable.

4. The practice of paying families money for the conveyance of their children, leaving them to convey them or not as they see fit, is to be deprecated. If families make their children walk under such circumstances and pocket the money, the plan works a double injustice, for it takes money from the taxpayer for conveyance and yet the children do not have it.

5. A practice naturally accompanying the policy of convey-

ance is that of spending the noon intermission in the school-house and taking the lunch there. It is a period that can be used socially and pleasantly, to the profit of the pupils, or its privilege can be abused, to their detriment. The right supervision of this period by the teachers, if there are enough in the central school to justify an alternation of service, or by trustworthy older pupils, or in some other way, merits earnest consideration. The ideal for this period is a school so trained to right conceptions of manly and womanly conduct, so trustworthy in the exercise of personal responsibility, so imbued with the idea that its members should be good citizens in their minority as well as in their majority, that it may be safely left to itself during the noon hour, or, indeed, at any time when the teacher is temporarily called away.

6. Conveyance should not be granted for distances so short as to undermine sturdiness and self-reliance in the children conveyed nor denied for distances so great as to discourage attendance. What the appropriate mean is for a town is best determined by local conditions, which, in the nature of the case, must be best understood by the local authorities.

Whether the cases of forcing young children to walk two, three or more miles are sufficiently numerous or are so far beyond the corrective influence of a wholesome local sentiment as to justify legislative interference is an open question.

7. The authority of the school committee to provide adequate conveyance and bind the town by its action, whether the town has specially and separately provided the money for the purpose or not, seems now to be clearly defined by statute. If the regular school appropriation is for the "support of schools," it can be used for conveyance, for conveyance was included by the Legislature of 1896 in the definition of support. The income of the school fund must be used for "support," and so can be used for conveyance, which is a part of support. Further, the school committee is required by law to make the schooling convenient, and this State requirement is not contingent on formal local appropriations of money for the purpose, but is absolute and final. If, then, conveyance is essential to convenience, the school committee is required by law to furnish it. Of course, appropriations should cover

conveyance and school committees should respect appropriations. The point here emphasized is that when an extreme case presents itself or an emergency arises, so that the convenient schooling of the child is at stake, the State's order is supreme. The child must receive first consideration. The whole State policy aims to secure good schooling for every child. Decisions of the committee in line with this policy stand in the courts. So if it is to be a choice between the practical denial of schooling to the child for the lack of an appropriation and the furnishing of schooling to him in spite of such lack, the statutes plainly tell what the choice should be.

Total Expenditures for Fuel and Care of School Premises. — The total expenditure for fuel and care of schoolhouses was \$1,466,247.30, — an increase of \$112,951.43. The care of the modern schoolhouse is a serious matter. In our cities it requires janitors, and often engineers as well, with helpers at intervals for floors, windows and the rest. It requires janitors of orderly instincts, correct habits and courteous bearing, since it is not only the buildings they should care for, but, to some extent, the children. It requires intelligence, so seriously do modern heating, ventilating, lighting and electrical systems suffer under ignorant management. And a certain versatility is needed as well, in the presence of all sorts of demands for light repairs, for the management of lunch counters, for waiting upon visitors, and the like. The janitor who holds his building up to the ideals of cleanliness and order that dominate the well-kept home, and discharges with corresponding fidelity the varied duties of his office, cannot be too highly prized. His relations to the school are so important and close that, like the teachers and other employees of the school, he should be subject to the school authorities, his tenure depending on the service he renders.

Total Expenditure for Supervision. — The expense of supervision by school committees shows an increase for the year of \$5,495.33, the total expenditure being \$166,788.94; and the expense of supervision by superintendents an increase of \$17,885.19, the total expenditure being \$303,750.19.

Total Expenditures for Text-books and Supplies. — The total expenditure for enforcing the free text-book law was \$662,588.76, the increase being \$32,922.65. This means a cost of

\$1.60 for each child in the average membership, which is 5 cents in excess of the cost a year ago. The average for the decade is \$1.62. The increasing pressure against the retention of overworked and unclean books, the recent law entitling pupils under certain conditions to retain in permanent possession their books, the probable increase in the variety of books furnished, the growing use of material that comes under the general head of supplies, — all these are influences working to increase the cost per pupil. Nevertheless, the fact that books and supplies can be furnished at so low a cost per child tells for the economy and effectiveness of the plan. The evils of the system are avoidable incidents of it; its benefits are indisputable.

Total Expenditure for School Sundries. — Under this title the expenditure foots up \$353,349.33, as against \$322,608.37 a year ago, — an increase of \$30,740.96. The total for seven years is considerably over \$2,000,000. Inasmuch as previous to 1896 most of the items now included under this head were omitted from the returns because there was no class for them, the effect of their inclusion is to make the apparent increase in the cost of the schools during the past seven years somewhat larger than the true increase.

Contributions to the Total Expenditure for Support from Other Sources than Local Taxation. — Not all the money expended for the support of schools comes from local taxation. The treasuries of the smaller towns in particular receive considerable sums from other sources. These sources for the present report are as follows: —

1. Income of the State school fund (for towns whose valuation is under \$3,000,000 each).
2. High school tuition reimbursements by the State (for towns under \$500,000).
3. Salary reimbursements by the State (for towns under \$350,000).
4. State aid to the salaries of union school superintendents (for towns under \$2,500,000).
5. State aid to the salaries of teachers in union superintendencies (for towns under \$2,500,000).
6. State payments for the tuition and transportation of State wards.
7. Tuition payments from other towns.

8. Income of local funds that must be expended for the support of public schools.

9. Voluntary contributions for support.

10. Miscellaneous sources.

The total for the first six items for the year 1901, as shown by the report of the State Auditor, is \$291,140.61. This amount is distributed as follows:—

1. Income of the school fund, \$182,270.84.

2. High school tuition, \$12,243.43.

3. Union superintendents, \$42,700.

4. Teachers in union superintendencies, \$28,466.67.

5. Teachers in towns under \$350,000, \$9,466.01.

6. Tuition and transportation of State wards, \$15,993.66.

The returns by the school committees of these six items should agree, of course, with the Auditor's statements.

Local Taxation Cost for the Support of Public Schools.—The local taxation cost of the public schools for support is obtained by subtracting from the total expenditure all money received from other sources than local taxation. This cost for the year was \$11,234,450.13, or \$455,619.92 less than the total cost. It covers all the items that properly belong to support, including \$1,319,688.28 for supervision by superintendents, text-books and supplies, and sundries,—three classes of items added to the statutory definition of support by the Legislature of 1900.

COST OF PUBLIC SCHOOL BUILDINGS.

Total Expenditure for Public School Buildings.—The amount of money actually paid out of the local town and city treasuries for public school buildings during the year was \$3,442,063.33, of which \$2,503,410.37 went for new buildings, \$562,182.34 for alterations and permanent repairs and \$376,470.62 for ordinary repairs.

Taxation Cost of Public Buildings.—Contributions to public school buildings from other sources than local taxation are small, being for the year \$53,859.31. This leaves the taxation cost of the buildings at \$3,388,204.02. This sum, though \$343,190.93 larger than the preceding year, was exceeded by half a million dollars in 1898–99 and by three quarters of a

million dollars in 1897-98. It must not be inferred that this taxation cost was all met from the taxes levied during the year, since much of it came from the proceeds of loans. But the cost has to be met some time by taxation. It is best determined—probably it is the only sure way of ascertaining it—by the actual expenditures at the time they are made, whatever the immediate sources from which the money comes. The assignment of such expenditures to the taxation statement for the year tends to correct itself in the long run. An excessive assignment for any single year is offset by the unrecorded payment of loans, contributions to sinking funds, and the like, in other years when the direct expenditures for buildings are light.

TOTAL COST OF THE PUBLIC SCHOOLS FOR BOTH SUPPORT AND BUILDINGS.

Total Expenditure and the Total Local Taxation Cost of the Public Schools for both Support and Buildings.—Bringing together the items that have been given separately under the heads of support and of buildings, we have the grand totals of expenditure and of local taxation cost for all public school purposes.

YEARS.	Total expendi- ture for all school purposes.	Increase.	Total local taxation cost for all school purposes.	Increase.
1892-1893,	\$9,663,907 49	\$348,350 92	\$9,468,436 52	\$408,498 26
1893-1894,	9,968,227 28	304,319 79	9,778,644 81	310,208 29
1894-1895,	10,661,356 22	693,128 94	10,469,367 31	690,722 50
1895-1896,	11,829,190 61	1,167,834 89	11,636,863 17	1,167,495 86
1896-1897,	12,390,637 92	561,447 31	12,195,749 26	558,886 09
1897-1898,	13,653,649 63	1,263,011 71	13,367,877 94	1,172,128 68
1898-1899,	13,889,838 21	236,188 58	13,624,814 07	256,936 13
1899-1900,	13,826,243 41	63,594 80*	13,550,395 78	74,418 29*
1900-1901,	14,179,947 00	353,703 59	13,800,358 72	249,962 94
1901-1902,	15,132,133 38	952,186 38	14,622,654 15	822,395 43

* Decrease.

Table showing the average cost of the public schools per child, on each of the bases indicated, for the past ten years.

YEARS.	TAXES.	TOTAL EXPENDITURE FOR SUPPORT AND BUILDINGS FOR EACH CHILD—				
		In the State between \$ and 15.	Increase.	In the average membership of the public schools.	Increase.	
1892-1893,	.	\$24 77	\$0 45	\$30 11	\$0 37	
1893-1894,	.	24 90	13	30 34	23	
1894-1895,	.	26 07	1 17	31 20	86	
1895-1896,	.	28 34	2 27	33 86	2 66	
1896-1897,	.	28 72	38	34 05	19	
1897-1898,	.	30 93	2 21	36 04	1 99	
1898-1899,	.	30 92	01*	35 53	51*	
1899-1900,	.	30 19	73*	34 62	91*	
1900-1901,	.	29 90	29*	34 92	30	
1901-1902,	.	31 32	1 42	36 42	1 50	

* Decrease.

COST OF THE PUBLIC SCHOOLS PER CHILD.

Two Bases of Computation. — The average cost of the public schools per child varies according to the bases of computation adopted. The statutes require that each town shall raise by taxation for the support of schools a sum not less than three dollars for each child between five and fifteen. As a matter of fact, the towns are voluntarily raising far more than that sum for each child between five and fifteen, the State average being at least seven times that sum. Were it not for this almost useless requirement, all statistics about children between five and fifteen might be omitted with profit. The most trustworthy basis for the number of children in determining the cost of the public schools per child is the average membership of the public schools, — a fact that can be determined with great uniformity and precision if the rules of the State register are complied with. The preceding table shows the cost of the schools per child on each of the bases mentioned for a period of ten years.

PERCENTAGE OF STATE VALUATION EXPENDED FOR PUBLIC SCHOOL PURPOSES.

Relations of the School Tax to the Total Tax. — The total assessed valuation of the State May 1, 1901, was \$3,033,884,001, or 30 per cent. higher than ten years ago; the aggregate of all the municipal taxes based on that assessment was \$49,403,016, or 43 per cent. higher than the aggregate ten years ago. The average rate of municipal taxation is \$1.51 on a thousand higher than ten years ago, 10 cents higher than one year ago. The school tax for all purposes except buildings is \$3.70 on a thousand, 7 cents more than a year ago; and its ratio to the total tax is .227, as compared with .224 a year ago. For support and buildings together the tax rate for the past five years has been declining. The accompanying table shows the relations of the school tax to the total tax for a period of ten years.

It needs to be repeated that the column giving the average school tax for support omits for the first seven years the important classes of supervision, text-books and supplies, and

Table showing the relations of the school tax to the municipal tax for ten years.

YEARS.	Total valuation of the State.	Total municipal tax of the State for all purposes.	DOLLARS ON A THOUSAND.				RATIO TO ENTIRE MUNICIPAL TAX OF —		
			Average municipal tax.	Average school tax for support.	AVERAGE SCHOOL TAX.		Average school tax for support.	AVERAGE SCHOOL TAX.	
					Buildings ex-cluded.	Buildings in-cluded.		Buildings ex-cluded.	Buildings in-cluded.
1892-1893,	. . . \$2,333,025,090	\$34,465,969	\$14 77	\$2 74	\$3 08	\$4 05	.185	.208	.274
1893-1894,	. . . 2,428,339,029	36,397,292	14 98	2 78	3 13	4 02	.185	.209	.268
1894-1895,	. . . 2,471,521,505	36,914,205	14 93	2 85	3 22	4 23	.190	.215	.283
1895-1896,	. . . 2,542,348,993	38,084,609	14 98	2 93	3 32	4 57	.195	.221	.305
1896-1897,	. . . 2,622,520,278	39,954,339	15 23	2 98	3 40	4 65	.196	.223	.305
1897-1898,	. . . 2,702,328,054	41,593,555	15 39	3 10	3 53	4 94	.201	.229	.321
1898-1899,	. . . 2,764,242,784	43,792,378	15 84	3 20	3 62	4 92	.202	.229	.311
1899-1900,	. . . 2,876,021,222	45,038,672	15 66	3 62	3 62	4 71	.231	.231	.301
1900-1901,	. . . 2,961,119,947	47,914,058	16 18	3 63	3 63	4 66	.224	.224	.288
1901-1902,	. . . 3,033,884,001	49,403,016	16 28	3 70	3 70	4 66	.227	.227	.296

sundries. They properly belong there, but were not placed there because they were not included in the statutory definition of support on which the distribution of the income of the school fund is based. In the next column, showing the school tax for all purposes, buildings excluded, there is given the average school tax for full support for the entire period of ten years. These two columns exhibit, therefore, for the first seven years, the differences between the tax for statutory support and that for actual support, and show how, because of the change in the definition by the Legislature, these two sorts of support have been brought together for the last three years. Thus a pitfall for the unwary user of statistics has been removed and the basis for the distribution of the school fund money improved.

THE STATE'S CONTRIBUTIONS TO THE SUPPORT OF PUBLIC SCHOOLS.

Four Forms or Methods of State Aid to the Public Schools of the Towns.—The State in four ways is directly assisting certain towns to maintain their public schools:—

1. By means of the income of the school fund.
2. By means of its reimbursement of high school tuition to certain towns.
3. By means of its reimbursement of advances in teachers' salaries to certain towns.
4. By means of its aid to superintendency unions.

STATE REIMBURSEMENT OF HIGH SCHOOL TUITION.

Expenditures and Rates of Tuition for Seven Years.—The law authorizing the State to reimburse towns whose valuation is under \$500,000 for their payments of high school tuition in other towns, provided they have no high school at home, went into effect April 4, 1895. Expenditures under the law for the past eight years have been made as follows:—

PERIOD COVERED	Number of towns.	Number of tuition pupils.	High schools approved.	Average tuition.	Amount reimbursed.
April and June, 1895,	28	112	29	\$23 42	\$840 41
September, 1895, to June, 1896, .	38	143	29	31 05	3,873 05
September, 1896, to June, 1897, .	43	219	33	31 72	6,121 72
September, 1897, to June, 1898, .	51	255	39	32 61	7,309 18
September, 1898, to June, 1899, .	59	298	41	34 29	9,436 67
September, 1899, to June, 1900, .	62	347	42	37 80	11,819 53
September, 1900, to June, 1901, .	62	357	46	35 14	12,384 43
September, 1901, to June, 1902, .	62	392	43	38 14	14,675 85

The number of pupils has increased by 35 and the expenditure by \$2,291.42.

PERIOD COVERED.	Average tuition rate.	Average tuition expenditure per pupil.	Excess of rate above expenditure.
September, 1895, to June, 1896, .	\$31 05	\$27 06	\$3 99
September, 1896, to June, 1897, .	31 72	27 91	3 81
September, 1897, to June, 1898, .	32 61	28 66	3 95
September, 1898, to June, 1899, .	34 29	31 67	2 62
September, 1899, to June, 1900, .	37 80	34 06	3 74
September, 1900, to June, 1901, .	35 14	34 69	45
September, 1901, to June, 1902, .	38 14	37 44	71

The increase in the tuition rate for the year was \$3. This increase was not due to changes in the rates but to changes in the list of high schools attended. If, for example, a school of low rate is dropped from the list and a school of high rate added, the average rate is lifted. The increase for seven years has been \$7.09, — a part due to the raising of the rates and

a part to changes in the list of schools. The highest rate now is \$81, — that of the New Bedford high school; and the lowest is \$10, — that of the Dalton high school. The latter school offers privileges of whose value the modest tuition rate is no true measure; and a similar policy is doubtless followed in a few other cases. The Springfield school committee has recently reduced its high school rate from \$100 to \$75.

The average expenditure per pupil for tuition has increased \$3 for the year and \$10.37 for seven years. This increase is due to some extent to the increase in rates of tuition, but more to the increasing numbers that attend the stronger high schools.

Details of Expenditure for 1901-1902. — The following table gives details of expenditure for 1901-1902: —

Table showing high school tuition reimbursements under section 3, chapter 42, Revised Laws.

Towns.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
Alford, . .	6	Great Barrington (Searles).	\$54 00	\$315 00
Becket, . .	1	Springfield (Centre), .	75 00	75 00
Becket, . .	1	Pittsfield,	36 00	36 00
Becket, . .	7	Chester,	32 00	185 60
Berkley, . .	9	Taunton,	50 00	411 25
Blandford, . .	1	Greenfield,	30 00	12 00
Blandford, . .	3	Westfield,	50 00	112 50
Blandford, . .	1	Huntington,	25 00	25 00
Borborough, . .	13	Concord,	48 00	608 00
Boylston, . .	3	Worcester (English), .	60 00	165 00
Boylston, . .	1	West Boylston, . . .	40 00	29 00
Carlisle, . .	4	Concord,	48 00	192 00
Carlisle, . .	2	Chelmsford,	24 00	48 00
Charlemont, . .	9	Shelburne Falls (Arms Academy).	30 00	237 50
Charlemont, . .	5	North Adams, . . .	30 00	130 00

High school tuition reimbursements, etc. — Continued.

Towns.	Number of pupls.	High schools attended.	Rate per year.	Amounts.
Chesterfield,	2	Williamsburg (Centre),	\$26 00	\$52 00
Chilmark, . .	1	Tisbury (Vineyard Haven).	36 00	34 10
Clarksburg, . .	7	North Adams, . .	30 00	190 00
Cummington, . .	1	Springfield (Centre), .	75 00	75 00
Cummington, . .	2	Northampton, . .	45 00	90 00
Cummington, . .	2	Ashfield,	30 00	60 00
Dana,	5	New Salem,	25 00	125 00
Dunstable, . . .	3	Lowell,	60 00	160 00
Dunstable, . . .	4	Pepperell,	18 00	72 00
Eastham,	5	Orleans,	32 00	148 00
East Longmeadow,	18	Springfield (Centre), .	75 00	1,230 00
Egremont, . . .	20	Great Barrington (Searles).	54 00	1,044 00
Erving,	3	Orange,	25 00	61 00
Erving,	7	Greenfield,	30 00	123 75
Erving,	5	Athol,	36 00	169 00
Erving,	1	New Salem,	25 00	14 58
Florida,	4	North Adams,	30 00	120 00
Gay Head, . . .	1	New Bedford,	81 00	30 64
Gill,	15	Montague (Turner's Falls).	30 00	430 00
Gill,	4	Bernardston (Powers Institute).	21 00	76 00
Goshen,	6	Ashfield,	30 00	180 00
Granville, . . .	9	Westfield,	50 00	406 25
Greenwich, . . .	5	Athol,	36 00	138 00
Greenwich, . . .	1	Ware,	40 00	10 00
Greenwich, . . .	2	Hardwick,	40 00	80 00
Halifax,	1	Rockland,	36 00	36 00

which the classification of the towns affected by the law is based and adds to them other facts to indicate for each town the magnitude of its local school burden and that of the school aid granted by the State.

STATE BOARD OF EDUCATION, STATE HOUSE,
BOSTON, Oct. 1, 1902.

HIGH SCHOOL INSTRUCTION IN TOWNS WITH LESS THAN FIVE HUNDRED FAMILIES EACH.

MAINTENANCE OF HIGH SCHOOL INSTRUCTION.

Every town with more than five hundred families is required by law to maintain a high school, — the State's policy substantially since 1826. No town with less than five hundred families is required to maintain a high school, though it may maintain one if it sees fit, — an exemption that has existed since 1826.

In 1891 the State ordered that every town without a high school of its own should pay for the tuition of its properly qualified children in the high school of another town or city, and, should it see fit, for their conveyance also.

THE HIGH SCHOOL LAW OF 1902.

In 1895 the State began to reimburse towns of a less valuation than \$500,000 each, and without high schools of their own, for their tuition expenditures in outside high schools approved by the State Board of Education.

In 1902 the State extended its policy of aiding in the maintenance of high school instruction to all towns that are not required by law to maintain high schools of their own, that is, to all towns under five hundred families. This it did by amending section 3, chapter 42 of the Revised Laws, so that it now reads as follows: —

SECTION 3. A town of less than five hundred families or householders in which a public high school or a public school of corresponding grade is not maintained shall pay for the tuition of any child who resides in said town and who, with the previous approval of the school committee of his town, attends the high school of another town or city. If such town neglects or refuses to pay for such tuition, it shall be liable therefor to the parent or guardian of a child who has been furnished with such tuition if the parent or guardian has paid for the same, and otherwise to the city or town furnishing the same, in an action of contract. If the school com-

High school tuition reimbursements, etc. — Continued.

TOWNS.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
Oakham, . .	2	Rutland, . . .	\$20 00	\$13 50
Otis, . . .	1	Lee,	50 00	50 00
Otis, . . .	1	Springfield (Centre), .	75 00	75 00
Paxton, . .	2	Worcester (Classical), .	60 00	105 00
Paxton, . .	3	Worcester (English), .	60 00	165 00
Paxton, . .	2	Worcester (South), .	60 00	120 00
Pelham, . . .	5	Amherst, . . .	35 00	175 00
Pelham, . .	2	New Salem, . . .	25 00	50 00
Peru, . . .	1	Dalton,	10 00	10 00
Phillipston, . .	2	Athol,	36 00	72 00
Plainfield, . .	3	Ashfield,	30 00	90 00
Prescott, . .	6	New Salem, . . .	25 00	137 50
Richmond, . .	2	Pittsfield, . . .	36 00	72 00
Rowe, . . .	3	Charlemont, . . .	30 00	70 00
Rowe, . . .	1	Shelburne Falls (Arms Academy).	30 00	30 00
Rowe, . . .	1	Greenfield, . . .	30 00	6 75
Royalston, . .	2	Athol,	36 00	72 00
Russell, . . .	1	Westfield,	50 00	2 50
Russell, . . .	2	Huntington, . . .	25 00	24 38
Sandisfield, . .	1	Great Barrington (Searles).	54 00	18 00
Shutesbury, . .	1	Amherst,	35 00	35 00
Shutesbury, . .	1	Montague (Centre), .	30 00	30 00
Shutesbury, . .	1	New Salem, . . .	25 00	25 00
Southampton, . .	16	Easthampton, . . .	40 00	565 00
Southampton, . .	1	Westfield,	50 00	50 00
Southwick, . .	13	Westfield,	50 00	502 50

which the classification of the towns affected by the law is based, and adds to them other facts to indicate for each town the magnitude of its local school burden and that of the school aid granted by the State.

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pupils in order to increase their number and the income from them needs to be resisted. Otherwise a serious injustice is done to the State, to the schools of the towns from which these pupils prematurely come, to the pupils themselves who are thus admitted, and to the pupils with whom they must thereafter work.

The High School Law of 1902. — The new high school law of 1902 is in scope and purpose an exceedingly important measure. It opens fine opportunities for the improvement of high school facilities and instruction in the smaller towns of the State. Already in many of these towns the best way of taking advantage of the law is under earnest discussion.

A few incorporated academies are returned as high schools because they practically serve as such. They are managed by trustees, are mainly supported from endowment funds, and offer tuition either free of charge or at modest rates. Their funds in some cases are so meagre as seriously to impair their work. The towns would willingly raise money to aid such schools, were it legal to do so. Indeed, the towns have aided them in some instances in spite of the illegality of such action. The State, of course, cannot recognize them for the purposes of the high school law. If the trustees should pass over to the school committees the educational part of their control, then it would doubtless be legal both for the town and the State to aid this class of schools. In some cases this has already been done, the trustees retaining control of the funds, and the right, under conditions agreed upon, to resume their educational control, should they deem it wise to do so.

If a town that otherwise comes under the law maintains a high school for one, two or three years, and sends its pupils to an outside high school to complete the course of four years, it may be reimbursed by the State for its tuition expenditures for the years not represented in the high school at home. This view has the sanction of the Attorney-General. In such case the high school is not entitled to the State grant of \$300.

The following preliminary circular was sent out in the fall of 1902. The table that accompanies it exhibits the facts on

which the classification of the towns affected by the law is based, and adds to them other facts to indicate for each town the magnitude of its local school burden and that of the school aid granted by the State.

STATE BOARD OF EDUCATION, STATE HOUSE,
BOSTON, Oct. 1, 1902.

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mittee of a town in which a public high school or public school of corresponding grade is not maintained refuses, upon the completion by a pupil resident therein of the course of study provided by it, to approve his attendance in the high school of some other city or town which he, in the opinion of the superintendent of schools of the town in which he is resident is qualified to enter, the town shall be liable in an action of contract for his tuition. A town whose valuation is less than seven hundred and fifty thousand dollars shall be entitled to receive from the treasury of the Commonwealth all necessary amounts, and a town whose valuation exceeds seven hundred and fifty thousand dollars but whose number of families is less than five hundred shall be entitled to receive from the treasury of the Commonwealth half of all necessary amounts which have actually been expended for high school tuition under the provisions of this section: *provided*, that such expenditure shall be certified under oath to the board of education by its school committee within thirty days after the date of such expenditure; but, if a town of less than five hundred families maintains a high school of its own of the character described in section two of this chapter and employs at least two teachers therein, it shall be entitled to receive annually from the treasury of the Commonwealth toward the support of such high school the sum of three hundred dollars. No town the valuation of which averages a larger sum for each pupil in the average membership of its public schools than the corresponding average for the Commonwealth shall receive money from the Commonwealth under the provisions of this section; and no expenditure shall be made by the Commonwealth on account of high school instruction under the provisions of this section unless the high school in which such instruction is furnished has been approved by the board of education.

The number of towns in the State under five hundred families each is 185. The foregoing statute distributes these towns into five classes, to wit: —

- I. Towns not entitled to the benefits of the statute.
- II. Towns without high schools of their own and with a valuation of less than \$750,000 each.
- III. Towns without high schools of their own and with a valuation of more than \$750,000 each.
- IV. Towns that maintain high schools of their own with two or more teachers each.
- V. Towns that maintain high schools of their own with only one teacher each.

In classifying the towns the valuation used is taken from the latest official report of the “Aggregates of Polls, Property, Taxes, Etc.,” compiled in the office of the Secretary of the Commonwealth, and is, therefore, the valuation as it stands for May 1, 1901. The number

of families is taken from the latest official census returns that give that item for every town, namely, the State census of 1895. The average membership of the public schools and the other school data are from the latest official school returns (May 1, 1902, for the school year ending in the summer of 1901 and the various financial years that close between that time and the following spring) made by the school committees to the State Board of Education, except that when towns have returned as high schools certain schools that serve them as high schools but are not under the order and superintendence of the school committee, such towns are classified as having no high schools of their own. The following classification, subject to correction and to such changes as are permissible under the law, holds for the school year of 1902–1903.

Class I.

The valuation of the State May 1, 1901, was \$3,033,884,001. The average membership of the public schools for the school year ending in the summer of 1901 was 415,533. The average valuation for each pupil in the average membership of the public schools of the State is \$7,301. The following towns, having a valuation per pupil in excess of the State average, are not entitled by the statute to its benefits:—

Barnstable County. — Bourne.

Berkshire County. — Stockbridge.

Dukes County. — Cottage City, Gosnold, West Tisbury.

Essex County. — Boxford, Hamilton, Lynnfield, Manchester, Nahant, Topsfield, Wenham.

Hampden County. — Longmeadow.

Middlesex County. — Burlington, Lincoln, Weston.

Norfolk County. — Dover, Westwood.

Plymouth County. — Hull, Marion, Mattapoisett, Plympton.

Worcester County. — Harvard, Hopedale, Lancaster.

Total number of towns, 25.

Class II.

Towns without high schools of their own and with a valuation of less than \$750,000 each are entitled to State reimbursement for their full tuition expenditures, provided they are incurred for tuition in high schools approved by the State Board of Education. Towns of this class are as follows:—

Barnstable County. — Eastham, Mashpee, Truro.

Berkshire County. — Alford, Becket, Clarksburg, Egremont, Florida, Hancock, Lanesborough, Monterey, Mount Washington, New Ashford, New Marlborough, Otis, Peru, Richmond, Sandisfield, Savoy, Tyringham, Washington, West Stockbridge, Windsor.

Bristol County. — Acushnet, Berkley, Raynham.

Dukes County. — Chilmark, Gay Head.

Essex County. — Middleton, Rowley, Salisbury.

Franklin County. — Buckland, Colrain, Erving, Gill, Hawley, Heath, Leverett, Leyden, Monroe, Rowe, Shutesbury, Sunderland, Warwick, Wendell, Whately.

Hampden County. — Blandford, Brimfield, East Longmeadow, Granville, Hampden, Holland, Montgomery, Russell, Southwick, Tolland, Wales.

Hampshire County. — Chesterfield, Cummington, Enfield, Goshen, Greenwich, Middlefield, Pelham, Plainfield, Prescott, Southampton, Westhampton, Worthington.

Middlesex County. — Boxborough, Carlisle, Dunstable, North Reading, Tyngsborough.

Plymouth County. — Halifax, Hanson, Lakeville, Rochester.

Worcester County. — Auburn, Berlin, Boylston, Dana, New Braintree, Oakham, Paxton, Petersham, Phillipston, Royalston.

Total number of towns, 88.

Class III.

Towns without high schools of their own and with a valuation of more than \$750,000 each are entitled to State reimbursement for one half of their tuition expenditures, provided they are incurred for tuition in high schools approved by the State Board of Education. Towns of this class are as follows: —

Bristol County. — Dighton, Freetown, Norton, Rehoboth, Seekonk, Somerset, Swansea.

Essex County. — Newbury.

Franklin County. — Northfield.

Hampden County. — Wilbraham.

Hampshire County. — Hadley, Hatfield.

Middlesex County. — Bedford, Dracut, Shirley.

Norfolk County. — Bellingham.

Plymouth County. — West Bridgewater.

Worcester County. — Charlton, Sturbridge, West Brookfield.

Total number of towns, 20.

Class IV.

Towns maintaining high schools with two or more teachers each are entitled to a grant from the State of \$300 annually, provided their high school conditions are approved by the State Board of Education. Towns of this class are as follows: —

Barnstable County. — Brewster, Orleans, Sandwich.

Dukes County. — Edgartown.

Essex County. — Essex.

Franklin County. — Ashfield, Bernardston, Conway, New Salem, Shelburne.

Hampden County. — Ludlow, Chester.

Hampshire County. — Huntington, Williamsburg.

Middlesex County. — Ashland, Littleton, Sherborn, Stow, Sudbury, Tewksbury, Wayland.

Norfolk County. — Avon, Millis.

Plymouth County. — Carver, Kingston, Norwell.

Worcester County. — Lunenburg, Northborough, Princeton, Rutland, Shrewsbury, Southborough, Sterling.

Total number of towns, 33.

Class V.

Towns maintaining high schools of their own with only one teacher each are entitled to no allowance from the State. They may discontinue their high schools and pay for tuition in approved high schools outside, in which case the State will reimburse them in full if their valuations are less than \$750,000 each and for one half if their valuations are more than \$750,000 each; or they may strengthen their high schools by an additional teacher and receive \$300 annually from the State, provided their high school conditions are approved by the State Board of Education. Towns of this class are as follows: —

Barnstable County. — Wellfleet.

Berkshire County. — Cheshire, Hinsdale, Sheffield.

Dukes County. — Tisbury.

Essex County. — West Newbury.

Franklin County. — Charlemont.

Hampshire County. — Granby.

Middlesex County. — Ashby, Wilmington.

Norfolk County. — Medfield, Norfolk, Sharon.

Plymouth County. — Pembroke.

Worcester County. — Bolton, Douglas, Hubbardston, Mendon, Westminster.

Total number of towns, 19.

WHAT THE STATE REQUIRES OF THE HIGH SCHOOL.

The State requires of the high school: —

1. That it shall be “adequately equipped” and “kept by a principal and such assistants as may be needed, of competent ability and good morals” (section 2, chapter 42, Revised Laws).

2. That it shall give instruction in such subjects designated in section 1, chapter 42, Revised Laws, “as the school committee consider expedient to be taught in the high school, and in such additional

subjects as may be required for the general purpose of training and culture, as well as for the purpose of preparing pupils for admission to State normal schools, technical schools and colleges" (section 2, chapter 42, Revised Laws).

3. That it shall maintain "one or more courses of study, at least four years in length" (section 2, chapter 42, Revised Laws).

4. And that it "shall be kept open for the benefit of all the inhabitants of the city or town for at least forty weeks, exclusive of vacations, in each year" (section 2, chapter 42, Revised Laws). The law imposes a penalty, namely, the withholding of a town's share in the income of the school fund, in case the "town has not maintained, for at least thirty-six weeks during the year, exclusive of vacations, a high school such as is mentioned therein" (section 6, chapter 41, Revised Laws).

RECOMMENDATIONS AND DIRECTIONS.

Reimbursement of High School Tuition Payments. — The school committee of a town in Class II. or Class III. should note (1) that its approval is needed that a child may legally attend an outside high school at public expense, (2) that the outside high school must be one approved by the State Board of Education, (3) and that in the case of each tuition pupil an accurate record needs to be kept of the name, the dates that mark the beginning and the end of the period paid for and the amount of the payment. Within a month after the last tuition payments have been made for the school year (the year that runs from summer vacation to summer vacation), a certificate of the facts on which State reimbursement is claimed should be made out, sworn to and sent to the secretary of the State Board of Education. Blanks for this certificate are furnished by the secretary's office.

It is important that the school committee should carefully guard the terms on which it approves the attendance of children in outside high schools. If children are suffered to leave the home school prematurely for the high, not only is it a questionable indulgence to them, but it weakens confidence in the home school, unsettles those who stay behind in the home school for a better preparation, and makes it harder for the home school to do its work well. It is a blessing to the schools of a town that has no high school of its own if there is accessible to its children a good outside high school that, while they are yet in the home school, shall appeal to their ambition, strengthen their effort, and lead them to better accomplishment.

Attitude of Approved High Schools towards Tuition Pupils. — High schools that are approved for tuition reimbursement purposes should keep their admission standards reasonably high and their tuition rates reasonably modest. As for the tuition rate, conditions frequently permit the school committee to view it in either of two ways. The

committee may say, "It shall cost you what it costs us, and that places us on equal terms;" or it may say, "What we charge you, though less than our own cost, reduces that cost, and that helps us both." Whichever view is adopted it remains true that in public school education, where good work in each town makes for the welfare of all the towns, and especially of towns that are neighbors, there is a toning down of tuition rates, especially of the higher ones, that carries with it no increase of the local burden and no detriment to the local schooling, while it serves as a legitimate expression of comity towards such towns as have to pay these rates themselves, at least in part, and towards the State, that takes the principal burden of them on itself.

The State Grant to Approved High Schools. — The sum of \$300, to be contributed by the State toward the support of the high school in each town of Class IV., provided such school is duly approved, is payable after the close of the school year, the first payment being due after Sept. 1, 1903.

Towns with High Schools employing but a Single Teacher. — Of the 21 towns of Class V., — towns with high schools employing but a single teacher each, — there are a few whose high schools have been approved in the past for the sake of surrounding towns, since they are the only outside high schools accessible to such towns. In order to insure the continuance of State approval, these towns should strengthen their high schools by adding a second teacher, — a policy that the tuition payments of other towns and the State grant of \$300 may be expected to encourage. For the towns of Class V. there are three alternatives, — (1) to continue the high school with but one teacher and remain in Class V., (2) to strengthen the high school by adding a teacher and enter Class IV., (3) to discontinue the high school and enter Class II. or Class III., according to valuation.

Only One Form of Aid permissible. — It should be noted that under the provisions of the law each of the two forms of aid excludes the other. The maintenance of an approved high school insures the one, the non-maintenance of a high school insures the other. If, for example, a town with an approved high school and in enjoyment of the State grant of \$300 sees fit to complete or supplement its home instruction by utilizing that of an outside high school (as, for example, when it desires to give instruction in Greek but deems it inexpedient to provide for it at home), it may legally do so (section 2, chapter 42, Revised Laws), but it cannot be reimbursed, in addition to the State grant, for its tuition expenditure in such outside high school.

Purpose of the Recent Legislation. — The purpose of the legislation to which this circular relates is the double one of aid to eligible towns and of improvement in their high schools. Agents of the Board will inspect these schools as rapidly as their number and their wide dis-

persion over the State will permit. Suggestions as to policies of improvement must vary according to circumstances. It is safe, however, to say in advance that, in addition to that general movement towards better things which should be found in every high school, the small high school needs, in particular, to be strengthened in its science instruction. One of its teachers should be selected with primary reference to his ability to teach such subjects as physics, chemistry and botany. He should be familiar with observational and experimental methods and versatile enough to make at least a beginning with them under such limitations of room and equipment as may confront him.

TABLE OF DATA RELATIVE TO TOWNS AFFECTED BY THE HIGH SCHOOL LAW OF 1902.

The following table gives the data on which the classification of the towns under the high school law of 1902 is based, as well as other data of public interest. For purposes of comparison it should be understood that the higher rates of taxation are sometimes due to low valuations and the lower rates to high valuations, that the valuations in some cases doubtless do not cover all the property that is legally taxable, and that the lower tax rates for the support of schools frequently yield a larger sum per pupil than tax rates considerably higher. Moreover, these data vary a little from year to year. Notwithstanding such facts as these the table may be trusted to show in a general way the serious differences that exist among the towns both in the local rates of their school expenditure and the amounts per pupil yielded by such rates, and suggests to the more lightly burdened towns the question whether they ought not to do more themselves for high school instruction, either by way of conveyance if they are tuition towns or by way of improvement if they are high school towns, so that the State allowance may tell still more effectively for its purpose.

Attention is called to the distinction between the amount yielded by the local tax for support for each child in the average membership of the public schools and the total amount yielded by the local tax plus the State and other contributions for such child. The former measures the local burden for each child, the latter the entire expenditure for such child. Contributions other than those from the local tax and the State come from the income of local funds or bequests and the like. In most cases they are so small as to make but a slight increase in the amount yielded per pupil. For many towns they do not exist. The State contributions account for the entire increase in most cases and for the great bulk of the increase in the remaining cases. On account of a temporary increase in the school fund income the amounts in the last column are somewhat larger than usual.

TOWNS.	Number of families.	Valuation.	Average membership of the public schools.	Valuation per pupil in the average membership.	Class.	LOCAL TAX, DOLLARS ON A THOUSAND, FOR—		AMOUNT YIELDED PER PUPIL IN THE AVERAGE MEMBERSHIP BY THE—	
						All purposes.	Support of the public schools.	Local tax for support.	Local tax plus the State and other contributions.
BARNSTABLE CO.						\$11 20	\$3 32	\$24 32	\$27 33
Bourne,	429	\$2,210,025	302	\$7,317	I.	17 00	4 71	19 78	29 13
Brewster,	255	528,420	126	4,193	IV.	9 00	3 61	16 32	31 01
Eastham,	137	320,814	71	4,518	II.	17 90	3 27	10 01	26 33
Mashpee,	81	180,550	59	3,060	II.	14 50	6 65	19 56	25 80
Orleans,	375	564,799	192	2,941	IV.	14 80	4 91	23 79	29 15
Sandwich,	442	982,400	203	4,839	IV.	17 00	6 31	17 68	22 52
Truro,	229	350,300	125	2,802	II.	12 00	3 14	21 40	26 01
Wellfleet,	332	837,774	123	6,811	V.				
BERKSHIRE CO.						\$10 00	\$2 56	\$12 97	\$31 33
Alford,	76	\$167,082	33	\$5,063	II.	18 00	5 04	15 81	25 80
Becket,	219	454,723	145	3,136	II.	15 50	4 86	21 39	26 16
Cheshire,	297	686,556	156	4,401	V.	23 00	3 71	5 52	14 94
Clarksburg,	214	242,417	163	1,487	II.	11 50	3 16	15 79	31 57
Egremont,	211	444,186	89	4,991	II.	19 00	5 32	9 83	25 28
Florida,	93	150,129	82	1,831	II.	11 60	3 27	13 25	21 89
Hancock,	117	283,146	70	4,045	II.	18 75	6 77	16 17	19 23
Hinsdale,	346	579,838	243	2,386	V.	14 50	4 50	17 80	20 02
Lanesborough,	210	470,469	119	3,954	II.	15 00	2 52	9 04	31 46
Monterey,	115	228,767	64	3,574	II.	18 25	3 47	13 44	45 79
Mt. Washington.	31	92,872	24	3,870	II.	17 50	2 01	8 83	31 03
New Ashford,	30	52,690	12	4,391	II.				

TOWNS.	Number of families.	Valuation.	Average membership of the public schools.	Valuation per pupil in the average membership.	Class.	LOCAL TAX, DOLLARS ON A THOUSAND, FOR —		AMOUNT YIELDED PER PUPIL IN THE AVERAGE MEMBERSHIP BY THE —	
						All purposes.	Support of the public schools.	Local tax for support.	Local tax plus the State and other contributions.
BERKSHIRE Co. — Con.									
New Marlborough, . . .	325	\$557,368	185	\$3,013	II.	\$18 30	\$5 58	\$16 82	\$21 79
Otis, . . .	136	224,110	64	3,502	II.	13 00	3 48	12 21	27 09
Peru, . . .	71	115,701	26	4,450	II.	16 00	4 17	18 60	47 75
Richmond, . . .	164	328,965	129	2,550	II.	21 00	5 27	18 45	24 86
Sandisfield, . . .	213	323,965	84	3,857	II.	20 90	3 22	12 43	26 05
Savoy, . . .	133	157,748	84	1,878	II.	23 00	5 68	10 68	25 46
Sheffield, . . .	481	880,675	254	3,467	V.	19 00	5 99	20 78	23 13
Stockbridge, . . .	471	3,323,505	376	8,839	I.	12 00	3 02	26 74	28 01
Tyringham, . . .	90	221,226	49	4,515	II.	12 00	2 74	12 41	29 40
Washington, . . .	87	255,832	69	3,708	II.	14 00	3 90	14 49	28 51
West Stockbridge, . . .	324	409,400	183	2,237	II.	15 50	5 16	11 56	19 40
Windsor, . . .	135	196,174	77	2,548	II.	17 00	6 37	16 25	30 18
BRISTOL Co.									
Acushnet, . . .	294	\$636,870	162	\$3,931	II.	\$19 00	\$4 92	\$19 37	\$24 80
Berkley, . . .	256	438,266	154	2,846	II.	10 50	4 08	11 63	20 39
Dighton, . . .	461	774,632	263	2,945	III.	14 50	8 18	24 11	26 03
Freetown, . . .	342	812,045	231	3,315	III.	12 70	4 29	15 10	18 18
Norton, . . .	401	898,450	212	4,238	III.	13 20	6 51	27 60	32 71
Raynham, . . .	397	741,848	211	3,516	II.	16 60	5 20	18 30	22 39
Rehoboth, . . .	451	775,320	251	3,089	III.	15 00	4 02	12 42	15 36
Seekonk, . . .	334	1,021,800	213	4,797	III.	11 00	2 57	12 36	19 00
Somerset, . . .	497	1,050,343	350	3,001	III.	15 00	6 39	19 19	19 94
Swansea, . . .	411	996,235	254	3,922	III.	14 40	4 52	17 74	22 65

Dukes Co.									
Chilmark,	95	\$228,220	32	\$7,131	II.	\$20 00	\$1 81	\$9 37	\$39 83
Cottage City,	313	1,662,400	148	11,232	I.	17 60	2 51	28 25	31 03
Edgartown,	377	740,799	159	4,659	IV.	15 40	4 00	18 67	21 89
Gay Head,	40	25,996	34	765	II.	10 00	4 15	3 18	23 77
Gosnold,	38	235,214	19	12,380	I.	5 18	85	10 53	26 72
Tisbury,	289	1,020,758	165	6,186	V.	13 20	3 08	19 06	24 16
West Tisbury,	154	386,436	43	8,987	I.	6 40	2 87	25 87	45 74
Essex Co.									
Boxford,	186	\$811,405	83	\$9,778	I.	\$5 80	\$2 29	\$22 46	\$34 99
Essex,	445	992,608	292	3,399	IV.	8 40	4 86	16 53	18 00
Hamilton,	315	2,448,210	220	11,128	I.	6 60	2 60	28 96	29 87
Lynnfield,	211	697,468	87	8,017	I.	10 00	3 67	29 43	41 42
Manchester,	488	8,916,535	363	24,563	I.	8 70	1 37	33 72	33 72
Middleton,	219	579,221	101	5,735	II.	15 50	4 45	25 56	29 80
Nahant,	204	5,154,796	109	47,292	I.	8 00	1 10	52 10	52 10
Newbury,	360	1,127,655	180	6,265	III.	10 00	3 86	24 22	28 29
Rowley,	340	712,987	189	3,772	II.	14 00	3 34	12 61	17 84
Salisbury,	351	685,490	234	2,929	II.	12 00	4 99	14 62	18 62
Topsfield,	264	890,230	120	7,419	I.	11 00	3 29	24 46	32 83
Wenham,	234	1,137,575	111	10,248	I.	8 40	2 10	21 57	26 69
West Newbury,	440	971,255	220	4,415	V.	10 00	4 01	17 74	23 52
Franklin Co.									
Ashfield,	252	\$547,768	164	\$3,340	IV.	\$18 00	\$4 53	\$15 14	\$25 78
Barnardston,	209	400,145	105	3,811	IV.	18 00	5 65	21 54	36 66
Buckland,	387	557,608	264	2,112	II.	25 00	6 94	14 67	19 38
Charlemont,	275	342,904	183	1,874	V.	25 00	5 90	11 07	25 57
Colrain,	366	590,359	276	2,139	II.	20 00	6 71	14 36	20 20

TOWNS.	Number of families.	Valuation.	Average membership of the public schools.	Valuation per pupil in the average membership.	Class.	LOCAL TAX, DOLLARS ON A THOUSAND, FOR —		AMOUNT YIELDED PER PUPIL IN THE AVERAGE MEMBERSHIP BY THE —	
						All purposes.	Support of the public schools.	Local tax for support.	Local tax plus the State and other contributions.
FRANKLIN Co. — Con.						\$18 80	\$5 02	\$15 05	\$19 06
Conway,	309	\$670,794	224	\$2,995	IV.	21 00	6 76	15 11	24 22
Erving,	256	404,204	181	2,233	II.	11 00	3 10	14 19	30 01
Gill,	197	484,835	106	4,573	II.	22 00	5 49	13 87	38 24
Hawley,	110	146,383	58	2,524	II.	19 00	3 59	7 12	24 82
Heath,	120	152,663	77	1,983	II.	15 50	4 21	11 68	21 60
Leverett,	200	279,889	101	2,771	II.	16 00	4 44	16 35	32 50
Leyden,	88	206,100	56	3,680	II.	23 00	4 47	15 22	41 70
Monroe,	65	156,489	46	3,402	II.	19 00	6 36	12 27	20 57
New Salem,	233	292,850	152	1,927	IV.	15 60	4 39	19 45	25 63
Northfield,	419	963,698	218	4,421	III.	17 00	5 30	12 66	28 70
Rowe,	123	174,281	73	2,387	II.	17 00	5 29	20 21	26 56
Shelburne,	392	900,422	236	3,815	IV.	17 50	5 25	16 15	34 71
Shutesbury,	125	184,427	60	3,074	II.	14 25	4 77	20 37	31 10
Sunderland,	166	447,452	105	4,261	II.	20 00	5 42	22 98	38 07
Warwick,	158	334,630	79	4,236	II.	20 00	4 70	15 82	29 91
Wendell,	129	235,222	70	3,360	II.	10 50	2 06	13 42	27 74
Whately,	195	513,201	79	6,496	II.				
HAMPDEN Co.						\$17 00	\$5 21	\$19 84	\$26 38
Blandford,	206	\$456,130	120	\$3,801	II.	21 00	5 07	18 02	29 71
Brimfield,	238	401,309	113	3,551	II.	20 00	6 74	16 34	25 02
Chester,	354	627,232	259	2,422	IV.	17 50	8 56	14 17	19 93
East Longmeadow,	330	499,810	302	1,655	II.	20 00	6 56	15 91	25 90
Granville,	252	377,989	156	2,423	II.				

Hampden,	194	388,388	89	4,364	II.	15 00	4 66	20 37	28 95
Holland,	55	77,505	22	3,523	II.	17 00	2 90	10 23	34 03
Longmeadow,	146	916,037	111	8,253	I.	11 40	3 55	29 34	37 90
Ludlow,	473	1,784,829	442	4,038	IV.	13 40	4 94	19 97	23 91
Montgomery,	63	151,477	51	2,970	II.	10 00	3 96	11 76	32 75
Russell,	185	491,461	113	4,349	II.	17 00	3 31	14 44	21 79
Southwick,	239	497,960	180	2,766	II.	19 25	4 01	11 12	23 97
Tolland,	67	148,307	60	2,472	II.	22 00	1 61	4 00	22 94
Wales,	191	273,551	110	2,489	II.	16 40	5 20	12 94	26 41
Wilbraham,	363	795,345	212	3,752	III.	14 70	5 41	20 31	28 22
HAMPSHIRE Co.									
Chesterfield,	162	\$285,511	78	\$3,660	II.	\$15 50	\$3 39	\$12 43	\$24 38
Cummington,	201	302,945	144	2,104	II.	21 00	4 32	9 11	24 54
Enfield,	261	681,710	163	4,182	II.	10 50	3 59	15 04	21 93
Goshen,	66	141,460	48	2,947	II.	17 50	1 50	4 43	26 36
Granby,	171	481,924	120	4,016	V.	12 20	3 92	15 76	27 72
Greenwich,	142	241,755	71	3,405	II.	14 00	4 14	14 13	27 01
Hadley,	390	1,040,865	242	4,301	III.	17 00	3 99	17 18	21 76
Hatfield,	291	1,163,888	199	5,849	III.	12 00	2 69	15 79	21 38
Huntington,	329	532,230	285	1,867	IV.	21 00	8 50	15 88	19 07
Middlefield,	92	196,713	105	1,873	II.	12 50	4 30	8 07	22 49
Pelham,	126	185,706	67	2,772	II.	17 50	3 53	9 79	26 10
Plainfield,	109	172,373	73	2,361	II.	16 50	4 60	10 87	25 50
Prescott,	106	160,504	57	2,816	II.	12 50	4 79	13 49	30 48
Southampton,	252	495,652	137	3,618	II.	15 50	4 61	16 70	26 58
Westhampton,	124	216,395	98	2,207	II.	15 00	4 72	10 43	25 53
Williamsburg,	473	863,822	359	2,406	IV.	15 00	6 13	14 76	21 58
Worthington,	155	309,496	113	2,739	II.	17 00	2 38	6 54	20 24

LOCAL TAX, DOLLARS ON A THOUSAND, FOR --		AMOUNT YIELDED PER PUPIL IN THE AVERAGE MEM-BERSHIP BY THE --	
All purposes.	Support of the public schools.	Local tax for support.	Local tax plus the State and other contributions.
\$15 00	\$6 49	\$24 43	\$32 93
17 40	6 45	24 05	27 79
16 00	4 28	29 97	32 28
12 80	3 28	16 35	44 60
16 80	3 82	49 85	66 31
14 50	3 24	18 78	34 92
12 75	4 83	21 48	24 61
11 50	3 94	21 82	41 18
8 00	2 15	47 99	56 44
14 00	5 85	27 66	34 69
15 00	3 94	18 51	28 42
14 00	4 17	19 86	24 83
15 50	4 15	15 97	22 29
12 50	3 78	21 59	29 95
13 00	4 89	33 07	40 93
15 00	4 92	21 04	24 07
15 00	6 02	28 46	49 47
15 50	6 33	23 87	26 16
9 80	2 72	56 07	56 11
13 30	5 24	19 30	22 09
\$19 60	\$5 91	\$16 04	\$17 24
18 60	6 04	19 41	24 96

Dover,	.	.	.	148	880,058	100	8,801	I.	11 20	2 20	19 38	32 23
Medfield,	.	.	.	415	1,477,785	235	6,288	IV.	11 00	3 54	22 29	27 86
Millis,	.	.	.	226	734,245	218	3,368	IV.	16 00	5 24	17 68	20 91
Norfolk,	.	.	.	210	615,926	133	4,631	V.	14 20	4 40	20 38	25 93
Sharon,	.	.	.	398	1,935,800	270	7,170	V.	13 70	3 82	27 39	30 35
Westwood,.	.	.	.	—	1,566,204	155	10,105	I.	11 60	3 33	33 66	37 99
PLYMOUTH Co.												
Carver,	.	.	.	262	\$956,630	151	\$6,335	IV.	\$12 50	\$4 47	\$28 33	\$33 86
Halifax,	.	.	.	148	281,397	72	3,908	II.	13 50	3 75	14 66	21 71
Hanson,	.	.	.	380	699,178	193	3,623	II.	16 80	5 11	18 54	23 33
Hull, .	.	.	.	229	4,029,199	153	26,334	I.	18 30	1 73	45 75	46 67
Kingston,	.	.	.	477	1,374,420	374	3,675	IV.	12 00	5 35	19 70	21 75
Lakeville,	.	.	.	233	575,572	132	4,360	II.	10 50	3 36	14 67	18 68
Marion,	.	.	.	213	1,503,160	132	11,388	I.	10 00	2 21	25 18	29 09
Mattapoisett,	.	.	.	301	1,576,308	147	10,723	I.	9 50	2 49	26 78	33 28
Norwell,	.	.	.	422	847,818	220	3,854	IV.	14 50	6 23	24 03	29 04
Pembroke, .	.	.	.	367	640,040	161	3,975	V.	15 50	4 80	19 11	22 15
Plympton, .	.	.	.	162	334,798	44	7,609	I.	13 30	3 44	26 18	36 46
Rochester, .	.	.	.	260	509,920	147	3,469	II.	18 00	3 97	13 78	18 59
West Bridgewater,	.	.	.	409	1,053,325	276	3,816	III.	14 00	4 92	18 79	22 17
WORCESTER Co.												
Auburn,	.	.	.	345	\$650,780	242	\$2,689	II.	\$19 40	\$7 12	\$19 17	\$20 76
Berlin,	.	.	.	225	538,485	115	4,682	II.	12 20	3 02	14 18	28 26
Bolton,	.	.	.	206	486,933	108	4,509	V.	15 50	4 04	18 24	35 08
Boylston,	.	.	.	177	430,319	112	3,842	II.	8 90	4 26	16 40	25 99
Charlton,	.	.	.	470	931,730	275	3,388	III.	19 00	4 01	13 61	16 64
Dana,	.	.	.	196	314,532	106	2,967	II.	15 80	3 61	10 71	20 32
Douglas,	.	.	.	483	1,085,010	284	3,820	V.	14 50	4 83	18 49	20 93
Harvard,	.	.	.	279	959,159	129	7,435	I.	10 30	4 09	30 38	36 26

TOWNS.	Number of families.	Valuation.	Average membership of the public schools.	Valuation per pupil in the average membership.	Class.	LOCAL TAX, DOLLARS ON A THOUSAND, FOR—		AMOUNT YIELDED PER PUPIL IN THE AVERAGE MEMBERSHIP BY THE—	
						All purposes.	Support of the public schools.	Local tax for support.	Local tax plus the State and other contributions.
WORCESTER Co. — Con.									
Hopedale,	307	\$4,015,701	271	\$14,818	I.	\$10 00	\$3 20	\$47 47	\$47 47
Hubbardston,	348	634,525	200	3,173	V.	16 00	5 51	17 49	22 17
Lancaster,	452	3,115,949	415	7,508	I.	13 25	3 36	25 26	25 26
Lunenburg,	302	924,426	178	5,193	IV.	12 50	4 03	20 98	25 95
Mendon,	234	549,560	146	3,764	V.	13 25	4 46	16 82	24 97
New Braintree,	114	402,720	62	6,495	II.	11 20	2 87	18 69	36 32
Northborough,	451	1,281,611	370	3,464	IV.	15 50	5 89	20 40	24 26
Oakham,	161	321,739	81	3,972	II.	13 60	2 37	9 45	28 11
Paxton,	114	301,652	63	4,788	II.	14 70	4 10	19 64	38 00
Petersham,	254	647,374	107	6,050	II.	12 80	3 91	23 67	33 20
Phillipston,	114	317,235	55	5,768	II.	13 40	3 78	21 81	35 81
Princeton,	236	849,227	131	6,483	IV.	11 00	4 28	27 78	29 69
Royalston,	254	493,950	156	3,166	II.	15 50	3 86	12 24	21 39
Rutland,	225	646,309	200	3,232	IV.	22 00	5 69	18 40	22 95
Shrewsbury,	381	1,240,066	245	5,061	IV.	12 60	4 47	22 66	27 54
Southborough,	442	1,469,133	290	5,066	IV.	10 00	5 84	29 60	32 52
Sterling,	342	885,450	215	4,118	IV.	13 30	4 55	18 75	27 98
Sturbridge,	434	952,812	330	2,887	III.	12 50	5 95	17 20	20 96
West Brookfield,	409	787,987	190	4,147	III.	15 10	5 45	22 62	27 46
Westminster,	370	748,820	197	3,801	V.	12 50	5 21	19 84	27 57

FRANK A. HILL,

Secretary of the Board.

STATE REIMBURSEMENT OF ADVANCES IN TEACHERS' SALARIES.

Second Year of the Changed Policy.—From June, 1896, down to September, 1900, the advances made by the school committees in the salaries of their teachers under chapter 408, Acts of 1896, were approved without question by the Board whenever these committees certified that they had specially examined the teachers and approved them as having exceptional ability. The improvement in the quality of the teachers thus employed was less than expected. It was decided that after September, 1900, no new advances should be made in salary without the previous approval of the Board, based on inspection of the teacher's work by one of its agents. Definite directions of procedure were immediately sent to the towns concerned. This change in policy brought to the office and to the agents an amount of work that was out of all proportion to the amount of money involved. Disapproval is a serious matter for a teacher, both in reputation and in salary, and, in the nature of the case, cannot always be acceptable to those who have certified to the teacher's possession of exceptional ability. And there is always the liability that an adverse decision may create a local storm centre. Out of all this comes a great deal of correspondence. Some of the school committees, not giving careful attention enough to the change in policy, kept on in the old way, advancing money to teachers of their own approval, but without authority from the Board. When their claims came in for State reimbursement they could not, of course, be approved. All this created situations that involved explanations, expressions of regrets, assurances that greater care would be exercised for the future, and even the necessity in one or two cases of seeking relief by legislative action.

The second year of the changed policy closed in the summer of 1902, without a single case of a town's advancing money to a teacher who had not previously been approved by the Board. The local approvals are now being made a little more cautiously, but not in all cases with sufficient care. The local pressure for that approval to which the school committee must certify before the State takes up the case is often strong; and the superin-

tendent's position is not yet so assured that he can deal with it as freely as an agent of the Board.

The Board's action, either in granting or withholding approval, does not always prove satisfactory to itself. An approved teacher occasionally fails to justify the approval, and an unapproved teacher occasionally succeeds in showing that she ought to have been approved. Such errors of judgment are gradually corrected. In general, however, the inspection of the Board may be trusted for its just and discriminating character. It recognizes the limitation under which that exceptional ability to which the law refers must be secured, to wit, that it must be such ability as may be commanded by a salary that does not exceed \$10 a week for 32 weeks and may not exceed \$7. The inspection is necessarily brief and infrequent. On the other hand, the agents of the Board have visited thousands of schools. They are familiar with the entire gamut from those superbly managed and taught down to those that are hardly managed and taught at all. To their practiced judgment the differences between a good school and a poor one are unmistakable and conspicuous. It is only in the intermediate cases that an error of diagnosis is likely to occur. Is the teacher successful enough to be granted approval? Is she unsuccessful enough to be denied it? Whichever way the decision turns in some of these cases, exceptions may be plausibly raised against it. That the quality of the instruction in the towns affected by the law is improving there can be no question; so effective indeed is the policy that its extension to other towns unable to pay suitable salaries merits consideration.

The change from the policy of the Board for the first four years to that of the last two years is brought out sharply in the following exhibit:—

YEARS.	Number of teachers approved.	Approval by school committees accepted as final.	Approved by agents of the board after inspection.	Not approved after inspection.
1896-1897,	127	127	—	—
1897-1898,	220	220	—	—
1898-1899,	282	282	—	—
1899-1900,	279	279	—	—
1900-1901,	252	121*	131	14
1901-1902,	257	59*	139	38

* Approvals under the old policy continued.

Doubtless under the old policy there were some teachers who were denied approval, after special examination, by the school committees, but there is no record of the number.

Of the 279 teachers whose approval by the school committees for 1899-1900 was accepted as final by the Board, only 121 were found in the service of the same towns for 1900-1901 and only 59 for 1901-1902. There is a great deal of moving about by the teachers from town to town. Indeed, the majority of the teachers each year seem to be new to the towns from which recommendations for their approval come. Consequently, the work of inspection by the agents does not reduce from year to year, as one would expect.

Instructions as to Methods of Procedure. — The circular of instructions to school committees relative to methods of procedure under the law is given in full on pages 143-148 of the sixty-fifth report. Certain conditions under which the Board will approve State reimbursement for advances in salary are repeated here because of the importance of keeping them before the school authorities whom they concern : —

1. Candidates for added State compensation should be specially examined *at or near the beginning of the school year or that portion of it for which such compensation is sought.*

2. The school committee of each town shall report *immediately* * after the special examination to the State Board of Education the name of every new teacher (that is, of every teacher *who has not heretofore been approved for that town* by the Board) to whom it has

decided, provided the Board approves the committee's action, to pay an additional sum per week in accordance with the provisions of the law, and also the date at which such added compensation should begin. *If the special examination is given prior to the beginning of the teacher's service, or within a reasonably brief time thereafter, the added compensation may be reckoned from the beginning of such service; otherwise, it should be reckoned from the date of the special examination.*

3. Upon receipt of such notification, or as soon thereafter as practicable, the State Board of Education will determine, through its agents or otherwise, whether to approve payment by the State of the additional compensation proposed, and will communicate its decision to the school committee.

4. After such approval by the State Board of Education the school committee may pay such teacher from the date specified, in anticipation of State reimbursement under the law.

5. At the expiration of the school year let the usual certificate of expenditures in anticipation of State reimbursement be sent to the office of the secretary of the Board, *accompanied by receipts from the teachers as vouchers that they have been paid.*

6. As to the cases in which approval has already been granted, the State Board of Education reserves the right to withdraw such approval, after due notice, in case teachers clearly fail to justify it.

The Board's approval, though contingent on the teachers qualifications, is not in the nature of a certificate of qualifications issued to the teacher; it is in the nature, rather, of an endorsement of the school committee's action for the purposes of State reimbursement. Each school committee, therefore, must satisfy itself by its own special examination that the teacher has the exceptional ability on which State compensation is conditioned, no matter what action may have been taken by the school committee of another town relative to such teacher.

The special examination which the law requires should be entrusted to the superintendent of schools and the committee's approval of a teacher should be based on his recommendations. This special examination should cover the following points:—

1. Academic scholarship and professional equipment.
2. Previous record as a student and a teacher.
3. Personality, culture, character.
4. Quality of work, as observed in the schoolroom.

It is only the first of the foregoing points that properly calls for the setting of a fixed time for the examination. For this

point it would be well to have the examination partly written and partly oral. As to the three points remaining, the only feasible examination is one of diligent inquiry or careful observation, as the conditions suggest.

Details of Expenditure under the Law. — The towns now entitled to the benefits of the law are those whose valuation May 1, 1902, was under \$350,000, 53 in all. They are the following : —

Barnstable County. — Eastham, Mashpee.

Berkshire County. — Alford, Clarksburg, Florida, Hancock, Monterey, Mount Washington, New Ashford, Otis, Peru, Richmond, Sandisfield, Savoy, Tyringham, Washington, Windsor.

Dukes County. — Chilmark, Gay Head, Gosnold.

Franklin County. — Charlemont, Hawley, Heath, Leverett, Leyden, Monroe, New Salem, Rowe, Shutesbury, Warwick, Wendell.

Hampden County. — Holland, Montgomery, Tolland, Wales.

Hampshire County. — Chesterfield, Cummington, Goshen, Greenwich, Middlefield, Pelham, Plainfield, Prescott, Westhampton, Worthington.

Middlesex County. — Boxborough, Dunstable.

Plymouth County. — Halifax, Plympton.

Worcester County. — Dana, Oakham, Paxton, Phillipston.

Total Annual Expenditures for Six Years. — The following statement gives the cost of enforcing the law for each of the six years it has been in operation : —

YEARS.	Number of towns.	Number of teachers.	Amount reimbursed.	Increase.
1896-1897, . . .	23	127	\$4,117 84	—
1897-1898, . . .	45	220	7,833 19	\$3,715 35
1898-1899, . . .	49	282	10,532 19	2,699 00
1899-1900, . . .	47	279	11,504 47	972 28
1900-1901, . . .	47	252	10,491 11	986 64*
1901-1902, . . .	50	257	11,382 76	891 65

* Decrease.

Details of Expenditure for 1901-1902. — The following table shows in detail the cost to the State of executing the law

for the school year running from the summer of 1901 to the summer of 1902 : —

TOWNS.	Number of different teachers affected.	To what date.	Amounts.
Alford,	2	July 15, 1902,	\$48 00
Boxborough,	4	June 1, 1902,	194 00
Charlemont,	10	July 24, 1902,	534 00
Chesterfield,	5	June 30, 1902,	191 30
Chilmark,	2	June 20, 1902,	128 00
Clarksburg,	6	June 27, 1902,	340 00
Cummington,	9	June 27, 1902,	440 00
Dana,	4	June 6, 1902,	176 00
Dunstable,	2	June 20, 1902,	54 00
Eastham,	4	June 6, 1902,	162 00
Florida,	9	July -, 1902,	276 00
Gay Head,	1	June 27, 1902,	72 00
Goshen,	3	June 20, 1902,	184 00
Greenwich,	4	June 27, 1902,	88 04
Halifax,	1	June 20, 1902,	70 00
Hawley,	5	June 30, 1902,	230 00
Heath,	6	June 27, 1902,	213 00
Holland,	2	June 27, 1902,	42 00
Leverett,	5	Sept. 1, 1902,	263 25
Leyden,	6	June 27, 1902,	224 00
Mashpee,	1	June 13, 1902,	64 00
Middlefield,	8	June 27, 1902,	328 00
Monroe,	6	June 27, 1902,	216 00
Monterey,	5	June 26, 1902,	175 50
Montgomery,	6	July 20, 1902,	288 00
Mount Washington,	2	July 11, 1902,	160 00

Towns.	Number of different teachers affected.	To what date.	Amounts.
New Salem,	10	July 10, 1902,	\$382 50
Oakham,	1	June 13, 1902,	64 00
Otis,	4	June 19, 1902,	106 00
Paxton,	2	June 13, 1902,	57 50
Pelham,	6	June 27, 1902,	262 00
Peru,	2	Sept. 1, 1901,	66 00
Peru,	4	July 3, 1902,	126 00
Phillipston,	3	June 20, 1902,	91 50
Plainfield,	8	July 3, 1902,	245 60
Plympton,	2	July 1, 1902,	144 00
Prescott,	6	June 27, 1902,	256 00
Richmond,	7	June 27, 1902,	483 00
Rowe,	3	July 25, 1902,	128 00
Sandisfield,	9	Sept. 1, 1902,	302 00
Savoy,	8	Aug. 31, 1902,	319 40
Shutesbury,	4	June 21, 1902,	234 67
Tolland,	4	July 3, 1902,	177 50
Tyringham,	2	June 26, 1902,	144 00
Warwick,	5	June 27, 1902,	210 00
Wales,	5	June 28, 1901,	344 00
Wales,	4	July 1, 1902,	270 00
Washington,	8	June 27, 1902,	344 00
Wendell,	7	June 27, 1902,	320 00
Westhampton,	6	July 1, 1902,	340 00
Windsor,	9	July 4, 1902,	352 00
Worthington,	10	June 27, 1902,	452 00
50 towns,	257	— —	\$11,382 76

SUPERVISION BY SUPERINTENDENTS OF SCHOOLS.

The Compulsory Superintendency Law.—The law requiring every town and city of the State to employ a superintendent of schools went into effect July 1, 1902. Towns under a valuation of \$2,500,000 each must effect unions, under specified conditions, for this purpose. The minimum salary of the superintendent for such a union is \$1,500, of which the State pays half.

The degree of compliance with the law attained by Dec. 31, 1902, appears from the following presentation:—

Number of towns and cities employing superintendents independently,	105
Number of towns in a district superintendency,	2
Number of unaided towns in union superintendencies,	6
Number of aided towns in union superintendencies,	230
Number of towns eligible to aid, but without superintendents,	9
Number of towns ineligible to aid and without superintendents,	1
Number of towns with superintendents, 343; without, 10; total,	353
Percentage of all the schools under superintendents,	99
Percentage of all the pupils under superintendents,	99.5

In popular usage, groups of towns employing superintendents are called unions or districts, as one chooses. The Revised Laws, however, restrict the term district to a group of towns with valuations above \$2,500,000 each whose school committees unite for the purpose of employing a superintendent. Such a district receives no aid from the State. When the towns are under a valuation of \$2,500,000 each, the superintendency group is called in the Revised Laws a union. Such a union has half of its superintendency salary paid by the State, and receives in addition \$500 for its teachers. The only district in the State is that of Great Barrington and Lenox. Two towns whose valuations exceed \$2,500,000 each may have the same superintendent, however, each engaging him on part time independently of the other, without thereby becoming a district. There are several cases of this sort.

Towns that act separately or independently in employing superintendents act under section 40, chapter 42, Revised Laws.

Towns that employ district superintendents act under sections 41 and 42, chapter 42, Revised Laws.

Towns that employ union superintendents act under sections 43–48, chapter 42, Revised Laws.

Towns without Superintendents of Schools. — The following towns were without superintendents of schools Dec. 31, 1902 : —

Towns.	Population 1900.	Valuation May 1, 1902.	Number of schools.	Number of different pupils.
Belchertown, . . .	2,292	\$848,725	21	487
Conway,	1,458	696,835	12	251
Deerfield, . . .	1,969	1,422,599	13	322
Enfield,	1,036	686,520	7	193
Gosnold,	164	239,610	1	21
Nantucket, . . .	3,006	3,338,192	11	390
Sandisfield, . . .	661	313,235	8	120
Sunderland, . . .	771	455,886	4	112
Tolland,	275	157,030	5	67
Whately,	769	418,139	4	98
Totals (10 towns), .	12,401	\$8,576,762	86	2,061

Of these towns, Conway, Deerfield, Sunderland and Whately have agreed to form a union, and will soon appoint a superintendent. Belchertown and Enfield are favorably situated for a union. Nantucket is not required to enter a union, but may employ its own superintendent.

Gosnold, Sandisfield and Tolland cannot be provided for unless certain rearrangements of neighboring unions are made to admit them. Gosnold, an island town, has but one school; it might be attached to a union on the mainland, and receive a small number of visits a year. Ashburnham and Pepperell, since they have valuations of less than \$2,500,000 each, are required to be in unions. The fact that they have not complied with this requirement would, of itself, add them to the ten towns of the foregoing list. Each returns a member of the committee, however, as its superintendent, and so is pro-

visionally classified according to its return. Convenient unions for these towns cannot be made without rearrangements of neighboring unions. They have schools enough, however, to effect a union with one another. It is important that unions shall be so arranged as to provide for all eligible towns, that this shall be done without prejudice to the rights of any towns, that the summary disruption of unions shall be prevented, and, in general, that there shall be secured greater convenience, permanence and stability for the system.

Table of Superintendency Unions. — The accompanying table of superintendency unions, 76 in all, is intended to be correct to Dec. 31, 1902. The valuations and the numbers of schools are given for the dates of organization, and, of course, have undergone changes since that time. The shares paid by the towns towards half the superintendent's salary usually follow the shares of service, but not invariably, since there is no legal requirement to that effect. The shares paid by the State to the towns towards its half of the salary follow the shares paid by the town. While the law places the minimum salary of the union superintendent at \$1,500, and all computations as to shares in the payment of his salary must be made on that basis, there is nothing to forbid the payment of an additional sum for his service, in any way the union pleases. As a matter of fact, some of the union superintendents are paid more than \$1,500; and occasionally they receive an allowance for travel, which, in the nature of the case, is a serious item in their expenses.

Number.	UNIONS.	AT TIME OF FOR- MATION.		EACH TOWN'S SHARE OF SUPERINTENDENT'S —		State aid \$	Superintendent's salary.	When superintendent's year begins.	JOINT COMMITTEE.	
		When formed.	Valuation.	Service.	Salary.				Chairman.	Secretary.
1	Duxbury, . Marshfield, . Scituate, .	1888 1888 1888	\$1,157,606 1,075,985 1,837,275	1½ 1½ 1½	\$250 00 250 00 250 00	\$416 66⅔ 416 66⅔ 416 66⅔	\$1,500 00	June 1.	Dr. N. K. Noyes, Dux- bury.	Clara M. Skeele, Scitu- ate.
2	Hubbardston, . Phillipston, . Royalston, . Templeton, .	1889 1889 1889 1889	711,450 272,664 623,161 1,115,571	¾ ¾ ¾ ¾	150 00 75 00 150 00 375 00	250 00 125 00 250 00 625 00	1,500 00	July 1.	S. E. Greenwood, . Templeton.	F. P. Stone, Temple- ton.
3	Ashland, . Hopkinton, .	1889 1889	1,230,901 2,922,035	¾ ¾	300 00 450 00	500 00 750 00	1,500 00	July 1.	G. C. Flake, Ashland,	Clarence H. Jones, Hopkinton.
4	Easthampton, . Southampton, . Westhampton, .	1889 1889 1889	2,292,435 491,992 252,196	12 days. 5 days. 3 days.	617 48 77 40 55 12	1,099 18 129 00 91 87	1,600 00	July 1.	Charles H. Johnson, Easthampton.	Charles N. Loud, Westhampton.
5	Barre, . Hardwick, . Petersham, .	1890 1890 1890	1,449,226 1,402,815 592,207	1¾ 1¾ ¾	298 76 308 82 154 42	477 98½ 514 70 257 36⅔	1,500 00	May 1.	Bainbridge J. Ben- nett, Petersham.	Myron H. Davis, Hardwick.
6	Berlin, . Northborough, . Shrewsbury, . Southborough, .	1890 1890 1890 1890	495,996 1,254,092 1,168,670 1,571,738	¾ 1¼ 1¼ 1¼	118 64 204 54 237 28 204 54	189 40 340 90 378 80 340 90	1,500 00	May 1.	Daniel W. Bemis, Shrewsbury.	Mary A. Bassett, Ber- lin.
7	Becket, . Chester, . Middlefield, . Washington, .	1890 1890 1890 1890	383,858 590,490 237,635 201,839	1.24 per week. 2.21 per week. .88 per week. .57 per week.	201 85 330 15 132 05 85 85	336 42 550 25 220 08 143 25	1,500 00	July 1.	Wm. B. McGeoch, Chester.	Matthew D. E. Tower, Becket.
8	Brimfield, . Monson, .	1890 1890	425,800 1,757,753	¾ ¾	225 00 525 00	375 00 875 00	1,500 00	May 1.	C. W. Jackson, Mon- son.	Robert V. Sawin, Brimfield.
9	Princeton, . Sterling, . Westminster, .	1890 1890 1890	817,346 848,333 761,617	¾ ¾ ¾	150 00 300 00 300 00	250 00 500 00 500 00	1,500 00	July 1.	Raymond J. Gregory, Princeton.	Arthur S. Wilder, Sterling.

Number.	UNIONS.	When formed.	AT TIME OF FOR- MATION.		EACH TOWN'S SHARE OF SUPERINTENDENT'S —			State aid to each town.	Superintend- ent's salary.	When super- intendent's year begins.	JOINT COMMITTEE.	
			Valuation.	Number of schools.	Service.	Salary.	Salary.				Chairman.	Secretary.
10	Mansfield, . Sharon, . Stoughton, .	1891 1891 1891	\$1,644,112 1,281,591 2,409,890	15 7 16	$\frac{2}{3}$ $\frac{1}{6}$ $\frac{2}{3}$	\$300 00 150 00 300 00	\$500 00 250 00 500 00	\$1,650 00	April 18.		Edwin A. Jones, Stoughton.	Mrs. Inez L. B. Patti- son, Sharon.
11	Dracut, . North Reading, Tewksbury, Tyngsborough, .	1891 1891 1891 1891	1,608,992 636,048 1,400,088 872,697	12 6 10 7	$\frac{4}{10}$ $\frac{1}{10}$ $\frac{4}{10}$ $\frac{1}{10}$	300 00 75 00 300 00 75 00	500 00 125 00 500 00 125 00	1,800 00	Sept. 1.		John F. French, Tewksbury.	Herbert L. Abbott, North Reading.
12	Brookfield, North Brookfield, .	1891 1891	1,294,448 1,710,555	16 16	$\frac{1}{2}$ $\frac{1}{2}$	375 00 375 00	625 00 625 00	1,500 00	May 13.		Henry E. Cottle, Brookfield.	Timothy Howard, North Brookfield.
13	Grafton, . Upton, .	1891 1891	2,351,385 926,611	24 10	$\frac{3}{4}$ $\frac{1}{4}$	562 50 187 50	987 50 312 50	1,700 00	July 1.		Francis M. McGarry, Grafton.	Appleton P. Williams, (West) Upton.
14	Agawam, . Granville, . Southwick, .	1891 1891 1891	1,926,298 350,583 513,702	12 10 8	$\frac{4}{100}$ $\frac{2}{100}$ $\frac{2}{100}$	315 00 217 50 217 50	525 00 362 50 362 50	1,500 00	July 1.		Fred A. Worthing- ton, Agawam.	Mrs. Emma L. Stowe, Granville (Centre).
15	Dudley, . Millbury, . Oxford, .	1891 1891 1891	1,003,680 2,108,061 1,296,860	13 16 12	30 per cent. 45 per cent. 25 per cent.	225 00 337 50 187 50	375 00 562 50 312 50	1,600 00	Aug. 1.		Lemuel Healy, Dud- ley.	Thomas H. Sullivan, Millbury.
16	Abington, . Bridgewater, .	1891 1891	2,209,723 2,363,676	15 17	$\frac{1}{2}$ $\frac{1}{2}$	375 00 375 00	625 00 625 00	2,000 00	Aug. 1.		Austin Turner, Bridgewater.	Richard B. Rand, (North) Abington.
17	Buckland, . Colrain, . Shelburne, .	1892 1892 1892	587,682 565,838 880,840	9 15 10	$\frac{3}{10}$ $\frac{4}{10}$ $\frac{3}{10}$	225 00 300 00 225 00	375 00 500 00 375 00	1,500 00	April 24.		Edwin Baker, Shel- burne Falls.	Jonathan E. Daven- port, Colrain.
18	Bourne, . Mashpee, . Sandwich, .	1892 1892 1892	1,465,575 179,570 849,800	11 2 11	$\frac{2}{30}$ $\frac{2}{30}$ $\frac{2}{30}$	337 50 75 00 337 50	562 50 125 00 562 50	1,500 00	July 1.		Charles H. Ham- mond, Mashpee.	Elizabeth Clark, Sandwich.
19	East Bridgewater, . Raynham, . West Bridgewater, .	1892 1892 1892	1,488,939 788,001 1,094,682	14 8 10	8½ days. 5 days. 6½ days.	350 00 150 00 250 00	588 83½ 250 00 416 66⅔	1,500 00	May 20.		William H. Taylor, East Bridgewater.	Mrs. Martha K. Crosby, West Bridgewater.

20	Dennia, Yarmouth,	1892	1,216,610 1,814,660	17 9	$\frac{2}{3}$ $\frac{2}{3}$	500 44 249 56	834 07 416 98	1,500 00	July 5.	Joshua Crowell, (East) Dennis.	William A. Schwab, (West) Yarmouth.
21	Holland,* Wales, Warren,	1902 1898 1898	77,505 276,835 2,453,835	1 5 24	$\frac{1}{40}$ $\frac{5}{40}$ $\frac{19}{40}$	37 50 112 50 500 00	62 50 187 50 1,000 00	1,500 00	Aug. 1.	Frank E. Gleason, Warren.	Joseph G. Hastings, Warren.
22	Lunenburg, Winchendon,	1898 1893	760,539 2,215,722	8 19	$\frac{1}{4}$ $\frac{2}{3}$	250 00 500 00	416 67 838 33	1,600 00	May 2.	C. A. Goodrich, Lu- nenburg.	Frank B. Spalter, Winchendon.
23	East Longmeadow, Longmeadow, Hampden, Ludlow, Wilbraham,	1893 1893 1893 1893 1893	1,202,068 415,300 1,036,708 760,147	11 6 14 10	$\frac{9}{48}$ $\frac{5}{48}$ $\frac{6}{48}$ $\frac{17}{48}$ $\frac{13}{48}$	140 62 78 13 78 12 265 63 187 50	284 87 130 23 130 20 442 71 312 50	1,550 00	July 1.	O. Louis Wolcott, East Longmeadow.	H. G. Webber, Wil- braham.
24	Dartmouth, Westport,	1893 1893	2,338,325 1,368,750	20 18	$\frac{1}{2}$ $\frac{1}{2}$	375 00 375 00	625 00 625 00	1,500 00	Sept. 1.	Holder W. Potter, North Dartmouth.	Annie E. Sherman, (North) Westport.
25	Hanover, Hanson, Norwell,	1894 1894 1894	1,180,726 620,890 885,537	8 8 10	$\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{2}$	250 00 250 00 250 00	416 67 416 66 416 67	1,500 00	April 27.	Sumner A. Chapman, Hanson.	Mary L. F. Power, Norwell.
26	Cheshire, Dalton,	1894 1894	701,890 2,303,915	8 18	$\frac{3}{10}$ $\frac{7}{10}$	225 00 525 00	375 00 875 00	1,500 00	April 10.	George Z. Dean, Cheshire.	William J. Simmons, Dalton.
27	Chatham,† Provincetown, Wellfleet, Truro,*	1900 1894 1894 1902	884,975 2,079,502 611,063 350,300	12 21 5 6	$\frac{63}{15}$ $\frac{173}{15}$ $\frac{45}{15}$ $\frac{35}{15}$	150 00 409 53 107 14 83 33	250 00 682 55 178 57 138 88	1,500 00	Sept. 7.	A. T. Williams, Prov- incetown.	F. A. Rogers, Chat- ham.
28	Norton, Wrentham,	1894 1894	778,616 1,447,747	9 16	$\frac{2}{3}$ $\frac{2}{3}$	300 00 450 00	500 00 750 00	1,500 00	May 1.	Willis M. Fuller, Plainville.	C. C. Valentine, Norton.
29	Bellingham, Hopedale, Mendon,	1894 1894 1894	686,495 1,704,572 537,175	10 6 8	$\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$	250 00 250 00 250 00	583 33½ — 583 33½	1,700 00	May 28.	Horace A. Brown, Bellingham.	Frank J. Dutcher, Hopedale.
30	Brewster, Eastham, Harwich, Orleans,	1894 1894 1894 1894	556,405 267,251 1,073,790 551,146	5 3 13 4	$\frac{5}{25}$ $\frac{3}{25}$ $\frac{13}{25}$ $\frac{4}{25}$	150 00 90 00 390 00 120 00	250 00 150 00 650 00 200 00	1,500 00	June 1.	George S. Hall, Or- leans.	Thomas D. Sears, (North) Brewster.

* Added in 1902.

† Added in 1900.

State aid to each town.	Amount.	Term.	Superintendent.
312 50	\$1,500 00	April 1.	J. W. Bean, South Hadley.
367 50			W. A. Taylor, Granby.
350 00	1,500 00	May 8.	L. R. Smith, East Northfield.
250 00			Nellie M. Wood, Northfield.
300 00			
250 00			
357 86	1,500 00	July 1.	George L. Wright, Boylston (Centre).
323 21			Warren H. Fairbank, Harvard.
401 79			
357 14			
125 00	1,500 00	July 10.	W. Channing Nevins, Edgartown.
312 50			Ulysses E. Mayhew, West Tibbury.
250 00			
52 50			
250 00			
250 00			
300 00	1,500 00	Sept. 1.	Albert L. Wales, Groveland.
300 00			Arthur W. Peabody, Rowley.
350 00			
187 50	1,500 00	Aug. 1.	Rev. Ernest C. Bartlett, Chelmsford.
367 50			Mary T. Chamberlin, Carlisle.
125 00			
300 00	1,550 00	Sept. 1.	Charles M. Smith, West Medway.
300 00			N. Vander Pyl, Holiston.
350 00			
350 00			
350 00	1,500 00	July 1.	James S. Burbank, Mattapoisett.
350 00			George H. Tripp, Fairhaven.
350 00			

39	Charlemont, Florida. Hawley. Heath. Monroe. Rowe.	1897 1897 1897 1902 1897 1897	253,299 152,012 142,192 162,023 138,818 170,782	10 4 7 5 8 5	$\frac{7}{10}$ $\frac{7}{10}$ $\frac{7}{10}$ $\frac{7}{10}$ $\frac{7}{10}$ $\frac{7}{10}$	210 80 98 75 140 64 117 20 70 32 117 20	251 52 156 25 234 39 195 33 117 19 195 33	1,600 00	April 25.	M. M. Maynow, Heath.	Lyman E. Ruberg, Florida.
40	Ashby, Townsend.	1897 1897	469,749 1,107,910	6 9	$\frac{7}{10}$ $\frac{7}{10}$	300 00 450 00	500 00 750 00	1,500 00	July 1.	H. R. Foster, Ashby.	H. B. Hildreth, Town- send.
41	Dover, Sudbury, Wayland.	1898 1898 1898	824,374 1,163,349 1,648,465	4 7 13	$\frac{7}{10}$ $\frac{7}{10}$ $\frac{7}{10}$	150 00 225 00 375 00	250 00 375 00 625 00	1,500 00	Sept. 1.	Isaac Damon, Cochit- uate.	Mrs. E. A. Wotton, Dover.
42	New Braintree, Sturbridge, West Brookfield.	1898 1898 1898	410,450 915,250 765,189	5 13 8	$\frac{7}{10}$ $\frac{7}{10}$ $\frac{7}{10}$	225 00 300 00 225 00	375 00 500 00 375 00	1,550 00	May 20.	A. C. White, West Brookfield.	George K. Tufts, New Braintree.
43	Ayer, West Boylston.	1898 1898	1,450,329 789,285	11 15	$\frac{1}{2}$ $\frac{1}{2}$	375 00 375 00	625 00 625 00	1,600 00	July 1.	Albert W. Hinds, West Boylston.	George H. Brown, Ayer.
44	Acton, Littleton, Westford.	1898 1898 1898	1,538,050 878,825 1,266,454	9 7 16	$\frac{7}{10}$ $\frac{7}{10}$ $\frac{7}{10}$	225 00 150 00 375 00	375 00 250 00 625 00	1,600 00	Sept. 1.	Nathan A. Taylor, Littleton.	Charles J. Williams, Acton.
45	Foxborough, West Newbury.	1899 1899	2,018,088 855,621	15 11	$\frac{7}{10}$ $\frac{7}{10}$	450 00 300 00	750 00 500 00	1,500 00	July 1.	Harry G. Chase, West Newbury.	Mrs. Addle J. Bemis, Foxborough.
46	Medfield, Walpole.	1899 1899	1,311,568 2,433,071	8 15	$\frac{7}{10}$ $\frac{7}{10}$	300 00 450 00	500 00 750 00	1,800 00	April 1.	J. B. Mowry, (South) Walpole.	George Washburn, Medfield.
47	Freetown, Seekonk, Somerset, Swansea.	1900 1901 1902 1900	821,322 948,715 1,050,343 912,986	8 9 9 11	$\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$	187 50 187 50 187 50 187 50	312 50 312 50 312 50 312 50	1,600 00	May 1.	Job Gardner, South Swansea.	Mrs. Viola N. Burns, Assonet.
48	Marion, Wareham.	1900 1900	1,052,270 2,348,018	6 22	$\frac{7}{10}$ $\frac{7}{10}$	300 00 450 00	500 00 750 00	1,500 00	June 1.	John Huxtable, Ware- ham.	Albert C. Vose, Marion.
49	Holden, Oakham, Paxton, Rutland.	1900 1900 1900 1900	1,233,578 317,710 304,575 613,256	16 5 3 6	$\frac{5}{10}$ $\frac{7}{10}$ $\frac{1}{10}$ $\frac{7}{10}$	375 00 150 00 75 00 150 00	625 00 250 00 125 00 250 00	1,500 00	Aug. 1.	Jesse Allen, Oakham.	Mrs. Marion E. War- ren, Holden.

* Added in 1897.

† Added in 1902.

59	Lee, Monterey, Ods, Tyringham,	1901 1901 1901 1901	1,760,771 320,845 216,893 221,717	13 6 5 3	$\frac{1}{16}$ $\frac{1}{16}$ $\frac{1}{16}$ $\frac{1}{16}$	360 00 150 00 150 00 80 00	600 00 250 00 250 00 150 00	1,500 00	Sept. 1.	Augustus R. Smith, Lee.	J. J. Hawsett, Lee.
60	Hinsdale, Peru, Savoy, Windsor,	1901 1901 1901 1901	592,790 120,249 157,111 195,276	10 3 6 7	4 days. 1 day. 2½ days. 2½ days.	288 46 83 53 178 08 201 93	480 78 144 22 288 46 386 54	1,500 00	May 11.	Charles S. Galusha, Windsor.	Thomas F. Barker, Hinsdale.
61	Boxford, Middleton, Reading, Topsfield,	1901 1901 1901 1901	688,770 977,227 4,412,574 859,435	5 3 21 6	$\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$	150 00 75 00 875 00 150 00	250 00 125 00 - 250 00	1,750 00	May 1.	Walter S. Parker, Reading.	A. T. Merrill, Tops- field.
62	Halifax, Kingston, Pembroke, Plympton,	1901 1901 1901 1901	281,727 1,381,970 628,410 331,067	3 10 7 3	$\frac{1}{15}$ $\frac{1}{15}$ $\frac{1}{15}$ $\frac{1}{15}$	100 00 800 00 250 00 100 00	166 66½ 500 00 416 66½ 166 66½	1,500 00	July 1.	John M. Monroe, Pembroke.	Fred W. Dennett, Plympton.
63	Marblehead, Newbury, Salisbury,	1901 1901 1901	6,515,279 1,088,134 686,290	28 6 8	$\frac{1}{6}$ $\frac{1}{6}$ $\frac{1}{6}$	450 00 150 00 150 00	- 250 00 250 00	2,000 00	Sept. 1.	Thomas W. Tucker, Marblehead.	George W. Adams, Newbury.
64	Billerica, Hudson,	1901 1901	2,077,284 3,001,496	15 25	$\frac{1}{12}$ $\frac{1}{12}$	375 00 375 00	625 00 -	2,000 00	Sept. 1.	Fred A. Casey, Bil- lerica.	Frank T. Beede, Hud- son.
65	Essex, Hamilton, Ipswich, Wenham,	1902 1902 1902 1902	992,608 2,448,210 3,367,048 1,187,575	9 8 19 5	$\frac{1}{16}$ $\frac{1}{16}$ $\frac{1}{16}$ $\frac{1}{16}$	150 00 150 00 300 00 150 00	250 00 250 00 - 250 00	1,500 00	July 1.	George W. Tozer, Ipswich.	John H. Cogswell, Ipswich.
66	Clarkaburg, Hancock, Lanesborough, New Ashford,	1902 1902 1902 1902	242,417 283,146 470,469 52,690	6 6 6 1	$\frac{1}{18}$ $\frac{1}{18}$ $\frac{1}{18}$ $\frac{1}{18}$	250 00 250 00 208 33 41 67	416 66½ 416 66½ 347 21½ 69 44½	1,500 00	Sept. 1.	Daniel Shepardson, Hancock.	Chauncey H. Tracy, Lanesborough.
67	Dana, Greenwich, New Salem, Prescott,	1902 1902 1902 1902	314,582 241,755 292,850 160,504	5 3 10 5	$\frac{1}{21}$ $\frac{1}{21}$ $\frac{1}{21}$ $\frac{1}{21}$	142 86 107 14 321 43 178 57	238 10 178 56 585 72 297 62	1,500 00	July 1.	Willard Putnam, New Salem.	Mrs. Nellie M. Brown, Dana.
68	Auburn, Sutton,	1902 1902	650,780 1,215,789	9 17	$\frac{1}{25}$ $\frac{1}{25}$	270 00 480 00	450 00 800 00	1,500 00	July 1.	James Cunningham, Auburn.	John E. Gifford, Sut- ton.

No.	OF FOR- M.	Number of schools.	EACH TOWN'S SHARE OF SUPERINTENDENT'S —		No.	Year.	Amount.	Date.	Secretary.	JOINT COMMITTEE.
			Service.	Salary.						
69	Carver, Lakeville, Rochester,	10 6 6	$\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$	\$300 00 \$225 00 225 00	\$500 00 \$75 00 \$75 00	May 1.	\$1,500 00	Sidney T. Nelson, Lakeville.	Henry S. Griffith, (South) Carver.	
70	Millis, Norfolk, Westwood,	6 6 6	$\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$	250 00 250 00 250 00	416 68 $\frac{2}{3}$ 416 68 $\frac{2}{3}$ 416 68 $\frac{2}{3}$	Sept. 1.	1,500 00	Calvin S. Locke, Westwood.	Stephen T. Rockwood, Norfolk.	
71	New Marlborough, Mt Washington, Sheffield,	10 3 11	$\frac{3}{10}$ $\frac{1}{10}$ $\frac{3}{10}$	285 00 75 00 360 00	475 00 125 00 600 00	July 1.	1,500 00	Herbert H. Weaver, Mt Washington.	Samuel M. Fox, Shef. field.	
72	Chesterfield, Williamburg, Worthington,	6 15 7	$\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$	187 50 375 00 187 50	312 50 625 00 312 50	Sept. 1.	1,500 00	John Pierpont, Wil- liamsburg.	W. H. Baker, Chester- field.	
73	Alford, Egremont, Richmond, West Stockbridge,	8 4 7 6	$\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$	102 37 186 38 228 64 272 78	170 45 227 37 397 73 454 55	July 1.	1,500 00	Walter H. Ticknor, Alford.	Charles H. Dorr, Richmond.	
74	Berkley, Dighton, Rehoboth,	7 12 13	$\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$	150 00 262 50 337 50	250 00 437 50 562 50	July 1.	1,500 00	Henry D. Greecelaw, Dighton.	Mrs. Helen R. Strange, Assonet.	
75	Charlton, Leicester,	14 17	$\frac{1}{10}$ $\frac{1}{10}$	375 00 375 00	625 00 625 00	Sept. 1.	1,500 00	Jonas Bemis, Charl- ton.	John N. Williamson, Leicester.	
76	Buxborough, Maynard, Stow,	4 13 6	1 day. $\frac{2}{10}$ days. $\frac{1}{10}$ days.	150 00 275 00 226 00	250 00 625 00 375 00	Sept. 1.	1,500 00	James J. Hillyerty, Maynard.	Henry P. Smith, Stow.	

NOTE. — Of the foregoing unions, those numbered 29, 30, 34, 46 and 53 were authorized by special acts of the Legislature.

New Superintendencies. — The following towns, 35 in number, previously without superintendents, have employed them during the year: Alford, Amesbury, Ashburnham, Auburn, Berkley, Carver, Charlton, Chesterfield, Clarksburg, Dana, Danvers, Essex, Gay Head, Greenwich, Hamilton, Hancock, Heath, Holland, Ipswich, Lakeville, Lancaster, Lanesborough, Leicester, Mount Washington, New Ashford, New Salem, Norfolk, Prescott, Rehoboth, Rochester, Somerset, Sutton, Truro, Wenham, Worthington.

All of the above-named towns, with the exception of four, namely, Amesbury, Ashburnham, Danvers and Lancaster, have formed or entered unions as follows: —

Alford with Egremont, Richmond and West Stockbridge.

Auburn and Sutton.

Berkley, Rehoboth and Dighton.

Carver, Lakeville and Rochester.

Charlton and Leicester.

Chesterfield, Worthington and Williamsburg.

Clarksburg, Hancock, Lanesborough and New Ashford.

Dana, Greenwich, New Salem and Prescott.

Essex, Hamilton, Ipswich and Wenham.

Gay Head with Chilmark, Cottage City, Edgartown, Tisbury and West Tisbury.

Heath with Charlemont, Florida, Hawley, Monroe and Rowe.

Holland with Wales and Warren.

Mount Washington with New Marlborough and Sheffield.

Norfolk with Millis and Westwood.

Somerset with Freetown, Seekonk and Swansea.

Truro with Chatham, Provincetown and Wellfleet.

Amesbury, Danvers and Lancaster have each employed a superintendent.

Ashburnham has employed a member of the school committee to act as superintendent.

Old Unions dissolved and New Ones formed. — Union superintendencies were dissolved as follows: —

1. Conway, Sunderland, Whately and Williamsburg. Conway, Sunderland and Whately are now without a superintendent, and Williamsburg has joined with Chesterfield and Worthington.

2. Egremont, New Marlborough, Richmond, Sheffield and

West Stockbridge. Egremont, Richmond and West Stockbridge have formed a union with Alford. New Marlborough and Sheffield have formed a union with Mount Washington.

3. Merrimac and North Andover. Merrimac employs the high school principal also as superintendent. North Andover has a superintendent a part of the time.

The new unions, 12 in number, are as follows : —

1. Essex, Hamilton, Ipswich and Wenham.
2. Clarksburg, Hancock, Lanesborough and New Ashford.
3. Dana, Greenwich, New Salem and Prescott.
4. Auburn and Sutton.
5. Carver, Lakeville and Rochester.
6. Millis, Norfolk and Westwood.

Previously, Millis employed its high school principal and Westwood a member of its school committee to serve as superintendents.

7. Mount Washington, New Marlborough and Sheffield.

New Marlborough and Sheffield were previously in a union with Egremont, Richmond and West Stockbridge.

8. Chesterfield, Williamsburg and Worthington.

Williamsburg was previously in a union with Conway, Sunderland and Whately.

9. Alford, Egremont, Richmond and West Stockbridge.

Egremont, Richmond and West Stockbridge were previously in a union with New Marlborough and Sheffield.

10. Berkley, Dighton and Rehoboth.

Dighton previously employed a member of the school committee as superintendent.

11. Charlton and Leicester.

12. Boxborough, Maynard and Stow.

Boxborough previously employed a member of the school committee and Maynard its high school principal as superintendents, while Stow employed a superintendent on part time.

Superintendency Arrangements of Towns whose Valuations come between \$2,500,000 and \$3,500,000. — Towns whose valuations of less than \$2,500,000 each permitted them to form unions may stay in them and receive aid from the State until their valuations reach \$3,500,000 each. Some of the towns between these limits, therefore, are enjoying privileges

now denied the rest. In some cases the valuations of the towns have not been low enough since the passage of the law to enable them to take advantage of it. In other cases the towns did not act under the law when their lower valuations gave them an opportunity to do so. The following is a list of the towns that come within the limits mentioned:—

TOWNS.	Population in 1900.	Valuation May 1, 1902.	Number of schools.	Number of different pupils.
<i>Berkshire County.</i>				
Dalton,	3,014	\$2,819,528	18	564
Stockbridge,	2,081	3,483,692	11	434
Williamstown,	5,013	2,832,512	22	905
<i>Bristol County.</i>				
Dartmouth,	3,669	2,701,725	20	576
<i>Essex County.</i>				
Hamilton,	1,614	2,513,185	8	257
Ipswich,	4,658	3,488,595	19	837
Rockport,	4,592	2,786,751	19	839
<i>Franklin County.</i>				
Orange,	5,520	3,076,475	29	1,156
<i>Hampden County.</i>				
Palmer,	7,801	3,008,440	33	1,297
<i>Hampshire County.</i>				
Amherst,	5,028	3,391,757	18	904
Easthampton,	5,603	3,493,137	26	1,068
South Hadley,	4,526	2,756,194	22	945
<i>Middlesex County.</i>				
Chelmsford,	3,984	2,673,290	20	828
Groton,	2,052	2,943,180	13	414
Hudson,	5,454	3,041,761	22	1,093
Maynard,	3,142	2,684,516	13	610
<i>Nantucket County.</i>				
Nantucket,	3,006	3,338,192	11	390
<i>Norfolk County.</i>				
Stoughton,	5,442	3,037,625	19	762
Walpole,	3,572	2,905,886	17	634
<i>Plymouth County.</i>				
Bridgewater,	5,806	2,577,076	21	901
Rockland,	5,327	3,219,594	24	1,094
Scituate,	2,470	3,169,545	11	421
Wareham,	3,432	2,850,671	22	657

TOWNS.	Population in 1900.	Valuation May 1, 1902.	Number of schools.	Number of different pupils.
<i>Worcester County.</i>				
Blackstone,	5,721	\$2,534,015	21	1,224
Lancaster,	2,478	8,238,554	12	445
Spencer,	7,627	3,428,715	34	1,264
Westborough,	5,400	2,930,879	15	755
Winchendon,	5,001	2,850,339	22	1,020
Totals,	123,033	\$83,775,829	542	22,294

The superintendency arrangements of the foregoing 28 towns are as follows: —

1. Six employ superintendents on full time, — Lancaster, Orange, Palmer, Rockport, Spencer, Williamstown.

2. Thirteen are in superintendency unions, and are aided by the State, — Bridgewater, Chelmsford, Dalton, Dartmouth, Easthampton, Hamilton, Maynard, Scituate, South Hadley, Stoughton, Walpole, Wareham, Winchendon.

3. Three that do not receive aid from the State are in unions with towns that do receive aid from the State, — Amherst, Hudson, Ipswich.

4. Three employ the high school principal as superintendent, also, — Groton, Stockbridge, Westborough.

5. One is without a superintendent, — Nantucket.

6. Two employ members of the school committee as superintendents, — Blackstone and Rockland.

Expense to the State of the Union Superintendency. — Dec. 31, 1902, there were 76 union superintendencies, costing the State \$750 each for its half of the superintendent's salary, or \$57,000 in all, and \$500 each for the salaries of teachers, or \$38,000 in all, bringing up the total to \$95,000.

Inasmuch as only two or three additional unions are feasible, the upper limit of cost to the State is now in sight; it will not exceed \$100,000. The majority of the unions reasonably engage the full time and energy of the superintendent. A few of them are too small. There is such a thing as excessive supervision, and conditions in the small union either favor it or give the superintendent too scant a share in carrying the

general burden. Not that he cannot find enough to do in his official capacity, but that his part in what the superintendents of the State as a body have to do is relatively too small. The city superintendent has hundreds of schools, where the rural superintendent has only a score or two. On the other hand, the superior teaching force of the city lessens the need of frequent visitation.

The following are interesting facts about the 76 existing unions as they were constituted Dec. 31, 1902:—

Number of unions of 6 towns each,	.	.	.	.	.	.	2
Number of unions of 5 towns each,	.	.	.	.	.	.	1
Number of unions of 4 towns each,	.	.	.	.	.	.	22
Number of unions of 3 towns each,	.	.	.	.	.	.	29
Number of unions of 2 towns each,	.	.	.	.	.	.	22
Average number of towns per union,	.	.	.	.	.	.	3
Number of unions with from 40 to 50 schools,	.	.	.	.	.	.	7
Number of unions with from 30 to 40 schools,	.	.	.	.	.	.	27
Number of unions with from 20 to 30 schools,	.	.	.	.	.	.	40
Number of unions with from 10 to 20 schools,	.	.	.	.	.	.	2
Average number of schools per union,	.	.	.	.	.	.	34

Every needless union means a needless expense to the State. Every union saved means a saving of \$1,250 to the State and \$750 to the towns. Whether it will be wise for the State to rearrange the unions in the near future, with reference to equalizing their conditions, promoting their convenience, eliminating needlessly small unions and securing greater stability for the rest, turns very much upon whether the union superintendency, under its present freedom, can work out its own salvation. Can it dispose of all the eligible towns? Can it adjust itself to the convenience of towns? Can it maintain its formations with reasonable permanency?

Thus far it speaks well for town comity that out of 241 eligible towns 230 have voluntarily formed unions, 6 more have arranged or are arranging to do so, and only 5 are, as it were, stranded. Two of these 5 towns have appointed members of their school committees as superintendents, but all of them are required by law to be in unions. Under the circumstances, neighboring unions should show a willingness to consider feasible plans for including these isolated cases. It would be highly creditable to the towns to finish, them-

selves, without State intervention, the work they have brought so near to completion.

It is recommended that the Board of Education be granted authority either to rearrange the grouping of towns so far as may be necessary to enable every town to comply with the requirements of the law or to submit a plan to the Legislature for such rearrangement.

SUPERVISION BY SUPERINTENDENTS OF SCHOOLS IN MASSACHUSETTS.

Classification of Superintendents.—The superintendents of Massachusetts may be classified as follows:—

1. Superintendents who give full time to single cities or towns.
2. Superintendents who give full time to groups of two or more towns not aided by the State.
3. Superintendents who give full time to groups of towns, or unions, aided by the State.
4. Superintendents who give part time to single towns.
5. High school principals who serve also as superintendents.
6. Members of school committees returned as superintendents.

The following table gives details about these several groups:—

Group 1. — Superintendents giving full time each to a single city or town.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Aldrich, George I., . . .	\$4,000	Brookline, . . .	Brookline.
Bagnall, Francis A., . . .	2,000	Adams, . . .	Adams.
Balliet, Thomas M., . . .	4,000	Springfield, . . .	Springfield.
Barbour, Albert L., . . .	1,800	Natick, . . .	Natick.
Bates, Charles H., . . .	1,500	Middleborough, . . .	Middleborough.
Bates, William C., . . .	3,300	Fall River, . . .	Fall River.
Blodgett, S. F., . . .	2,000	South Framingham, . . .	Framingham.
Bouton, Eugene, . . .	2,300	Pittsfield, . . .	Pittsfield.
Boyden, C. F., . . .	2,400	Taunton, . . .	Taunton.
Brockway, Clarence E., . . .	1,600	West Springfield, . . .	West Springfield.
Brooks, Stratton D.,* . . .	3,750	Boston, . . .	Boston.
Burke, John E., . . .	3,000	Lawrence, . . .	Lawrence.

* Supervisor, Boston.

Group 1 — Continued.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Burrington, Lester L, . . .	\$1,600	Peabody, . . .	Peabody.
Carfrey, J. H., . . .	1,800	Northampton, . . .	Northampton.
Carlisle, Ellor E.,* . . .	3,780	Boston, . . .	Boston.
Carroll, C. F., . . .	4,000	Worcester, . . .	Worcester.
Clapp, George I., . . .	1,500	Spencer, . . .	Spencer.
Cogswell, Francis, . . .	3,500	Cambridge, . . .	Cambridge.
Conley, George H.,* . . .	3,780	Boston, . . .	Boston.
Cox, George W., . . .	2,000	Ware, . . .	Ware.
Danforth, G. H., . . .	2,000	Greenfield, . . .	Greenfield.
Davison, F. P., . . .	1,500	Turner's Falls, . . .	Montague.
Dean, Harold M., . . .	1,600	Palmer, . . .	Palmer.
Dixon, Edward, . . .	1,500	Orange, . . .	Orange.
Draper, Frank O, . . .	2,500	Hyde Park, . . .	Hyde Park.
Edgerly, Joseph G., . . .	2,700	Fitchburg, . . .	Fitchburg.
Emerson, Thomas, . . .	2,000	Woburn, . . .	Woburn.
Evans, Osmon C., . . .	1,500	North Easton, . . .	Easton.
Fifield, Albert B., . . .	3,500	Newtonville, . . .	Newton.
Gay, George E., . . .	2,500	Malden, . . .	Malden.
Gray, John C., . . .	2,000	Chicopee, . . .	Chicopee.
Gregory, B. C., . . .	2,800	Chelsea, . . .	Chelsea.
Haley, C. W., . . .	1,700	Millford, . . .	Millford.
Hall, I. Freeman, . . .	2,850	North Adams, . . .	North Adams.
Hatch, William E., . . .	3,500	New Bedford, . . .	New Bedford.
Hayward, Harriet S., Ass't, . .	1,000	Brockton, . . .	Brockton.
Heavens, Francis J., . . .	2,000	Plymouth, . . .	Plymouth.
Hine, Roderick W., . . .	2,100	Dedham, . . .	Dedham.
Holmes, Stanley H., . . .	2,400	Westfield, . . .	Westfield.
Hunt, Charles L., . . .	1,800	Clinton, . . .	Clinton.
Jacoby, Asher J., . . .	2,400	East Milton, . . .	Milton.
Kelly, William P., . . .	1,800	Attleborough, . . .	Attleborough.
Kingman, F. W., . . .	1,200	Hyannis, . . .	Barnstable.
Lewis, Mary A., Ass't, . . .	1,200	Cambridge, . . .	Cambridge.
Lincoln, Mary L., . . .	900	Lancaster, . . .	Lancaster.
Lunt, William P., . . .	1,200	Newburyport, . . .	Newburyport.
Lyman, C. S., . . .	1,800	Amesbury, . . .	Amesbury.
MacDougall, James A., . . .	1,400	Braintree, . . .	Braintree.
Martin, George H.,* . . .	3,780	Boston, . . .	Boston.

* Supervisor, Boston.

Group 1 — Concluded.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
McKeen, Roscoe D., . . .	\$2,250	Haverhill, . . .	Haverhill.
Metcalf, Robert C., . . .	2,000	Winchester, . . .	Winchester.
Mitchell, Walter G., . . .	1,200	Williamstown, . . .	Williamstown.
Moras, Charles H., . . .	2,800	Medford, . . .	Medford.
Nash, Louis P., . . .	3,000	Holyoke, . . .	Holyoke.
Nickerson, Fred H., . . .	2,200	Melrose, . . .	Melrose.
Page, Frank R., . . .	1,850	Watertown, . . .	Watertown.
Palmer, Corwin F., . . .	1,500	Andover, . . .	Andover.
Parker, Walter S.,* . . .	3,780	Boston, . . .	Boston.
Parkinson, William D., . . .	2,200	Waltham, . . .	Waltham.
Parlin, Frank E., . . .	2,400	Wollaston, . . .	Quincy.
Peaslee, Frank J., . . .	2,700	Lynn, . . .	Lynn.
Perkins, James S., . . .	1,800	Canton, . . .	Canton.
Perkins, John W., . . .	2,500	Salem, . . .	Salem.
Pitman, J. Asbury, . . .	2,100	Marlborough, . . .	Marlborough.
Pratt, Louis A., . . .	1,200	Danvers, . . .	Danvers.
Putney, Freeman, . . .	2,300	Gloucester, . . .	Gloucester.
Robinson, Albert, . . .	1,350	Whitman, . . .	Whitman.
Russell, B. B., . . .	2,700	Brockton, . . .	Brockton.
Safford, Adelbert L., . . .	2,000	Beverly, . . .	Beverly.
Seaver, Edwin P., . . .	6,000	Boston, . . .	Boston.
Sherman, Elmer E., . . .	1,600	East Weymouth, . . .	Weymouth.
Southworth, Gordon A., . . .	3,000	Somerville, . . .	Somerville.
Stanger, Asa O., . . .	1,400	Falmouth, . . .	Falmouth.
Thompson, Thomas E., . . .	2,000	Leominster, . . .	Leominster.
Wagg, A. P., . . .	1,500	Norwood, . . .	Norwood.
Ward, W. Scott, . . .	1,900	Athol, . . .	Athol.
Wetherell, Harriot A., . . .	900	Rockport, . . .	Rockport.
Wheeler, Ulysses G., . . .	2,200	Everett, . . .	Everett.
Whitcomb, Arthur K., . . .	3,000	Lowell, . . .	Lowell.
White, A. Everett, . . .	1,500	Methuen, . . .	Methuen.
White, Maurice P.,* . . .	3,780	Boston, . . .	Boston.
Winslow, William H., . . .	2,000	Revere, . . .	Revere.
Wood, Judson I., . . .	2,100	Gardner, . . .	Gardner.

* Supervisor, Boston.

Group 2.— Superintendents giving full time each to a group of two or more towns not aided by the State.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies
Armstrong, George P., . .	\$1,950	Belmont, . . .	Belmont, Manchester.
Fisher, Gilman C., . .	2,000	Great Barrington, .	Great Barrington, Lenox.*
Howard, Nelson G, . .	2,100	Hingham Centre, .	Cohasset, Hingham, Hull.
Stevens, Charles E., . .	2,000	Stoneham, . . .	Saugus, Stoneham.

Group 3.— Superintendents giving full time each to a group of towns, or union, aided by the State.

Adams, Emerson L., . .	\$1,500	New Salem, . .	Dana, Greenwich, New Salem, Prescott.
Adams, O. H., . . .	1,500	Warren, . . .	Holland, Warren, Wales.
Allen, H. L., . . .	1,500	Dalton, . . .	Cheshire, Dalton.
Anthony, John C., . .	1,500	Wareham, . . .	Marion, Wareham.
Atwell, F. G., . . .	1,500	Baldwinsville, . .	Hubbardston, Phillipston, Royalston, Templeton.
Averill, Andrew P., . .	1,600	Edgartown, . . .	Chilmark, Cottage City, Edgartown, Gay Head, Tisbury, West Tisbury.
Badger, Abner A., . .	1,800	Walpole, . . .	Medfield, Walpole.
Barton, C. M., . . .	1,500	Hinsdale, . . .	Hinsdale, Peru, Savoy, Windsor.
Barton, Edmund Blake, .	1,500	Sutton, . . .	Auburn, Sutton.
Bowman, Mortimer H., .	1,500	Barre, . . .	Barre, Hardwick, Petersham.
Briek, Francis S., . .	1,500	Uxbridge, . . .	Douglas, Uxbridge.
Bradley, John E, . . .	1,500	Randolph, . . .	Avon, Holbrook, Randolph.
Campbell, A. H., . . .	1,500	South Hadley Falls, .	Granby, South Hadley.
Carr, Ernest P., . . .	1,500	North Dartmouth, .	Dartmouth, Westport.
Chace, Seth Howard, . .	1,600	Ayer, . . .	Ayer, West Boylston
Chaffin, W. E., . . .	1,500	West Dennis, . .	Dennis, Yarmouth.
Clay, Charles L., . . .	1,530	Harvard, . . .	Bolton, Boylston, Harvard, Shirley.
Cole, Aaron B., . . .	1,500	Plainville, . . .	Norton, Wrentham.
Collins, Arthur J., . .	1,500	Sheffield, . . .	Mount Washington, New Marlborough, Sheffield.
Corlew, Rufus E., . . .	1,500	Cochituate, . . .	Dover, Sudbury, Wayland.
Cragin, W. N., . . .	1,600	Bedford, . . .	Bedford, Burlington, Lincoln, Wilmington.
Cummings, William H., .	1,500	Hadley, . . .	Bernardston, Hadley, Hatfield.
Fitts, Edward P, . . .	1,650	Mansfield, . . .	Mansfield, Sharon, Stoughton.
Freeman, L. A., . . .	1,500	Foxborough, . . .	Foxborough, West Newbury.
Fuller, Robert J., . . .	1,500	East Bridgewater, .	East Bridgewater, Raynham, West Bridgewater.

* These towns unite in joint committee to appoint a superintendent, — the only towns in the State that have availed themselves of the statute permitting such procedure. They constitute, therefore, the only district superintendency in the State. The other towns in the seeming unions of this group have all acted independently, each appointing a superintendent on part time but having no official relations with any town employing the same superintendent.

Group 3 — Continued.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Gifford, John B., . . .	\$2,000	Marblehead, . . .	Marblehead, Newbury, Salisbury.
Goodhue, E. W., . . .	1,500	Haydenville, . . .	Chesterfield, Williamsburg, Worthington.
Goodwin, Charles W., . . .	1,550	West Brookfield, . . .	New Braintree, Sturbridge, West Brookfield.
Grout, Edgar H., . . .	1,500	Princeton, . . .	Princeton, Sterling, Westminster.
Grover, G. Alvin, . . .	1,600	Charlemont, . . .	Charlemont, Florida, Hawley, Heath, Monroe, Rowe.
Gushee, W. E., . . .	1,500	Agawam, . . .	Agawam, Granville, Southwick.
Hall, Charles P., . . .	1,500	Shelburne Falls, . . .	Buckland, Colrain, Shelburne.
Hardy, A. L., . . .	1,800	Amherst, . . .	Amherst, Pelham.
Hill, Frank H., . . .	1,500	Harwich, . . .	Brewster, Eastham, Harwich, Orleans.
Holmes, William H., Jr., . . .	1,700	Grafton, . . .	Grafton, Upton.
Howard, Elmer F., . . .	1,500	East Northfield, . . .	Gill, Leyden, Northfield, Warwick.
Hoyt, William A., . . .	1,500	North Brookfield, . . .	Brookfield, North Brookfield.
Humphrey, Chester W., . . .	1,500	Rochester, . . .	Carver, Lakeville, Rochester.
Hutchinson, S. C., . . .	1,500	Dighton, . . .	Berkley, Dighton, Rehoboth.
Johnson, Edwin H., . . .	1,500	Chester, . . .	Becket, Chester, Middlefield, Washington.
Jones, Herbert J., . . .	1,500	Holden, . . .	Holden, Oakham, Paxton, Rutland.
Kendall, F. L., . . .	1,500	Chelmsford, . . .	Carlisle, Chelmsford, Dunstable.
Keyes, Austin H., . . .	1,500	Lee, . . .	Lee, Monterey, Otis, Tyringham.
Kingsbury, Albert E., . . .	1,800	Tewksbury, . . .	Dracut, North Reading, Tewksbury, Tyngsborough.
Knowlton, George H., . . .	1,600	South Swansea, . . .	Freetown, Seekonk, Somerset, Swansea.
Lea, Watson C., . . .	1,500	Oxford, . . .	Dudley, Millbury, Oxford.
Lewis, Alvin R., . . .	1,500	Provincetown, . . .	Chatham, Provincetown, Truro, Wellfleet.
Locke, David B., . . .	1,600	Winchendon, . . .	Lunenburg, Winchendon.
Long, William F., . . .	1,500	Ashfield, . . .	Ashfield, Cummington, Goshen, Plainfield.
Mackin, John C., . . .	1,500	Maynard, . . .	Boxborough, Maynard, Stow.
Marsh, Frank M., . . .	1,500	Fairhaven, . . .	Acushnet, Fairhaven, Mattapoisett.
Mason, Wallace E., . . .	1,500	Leicester, . . .	Charlton, Leicester.
Miller, W. D., . . .	1,600	Easthampton, . . .	Easthampton, Southampton, Westhampton.
Morrell, James G., . . .	2,000	Hudson, . . .	Billerica, Hudson.
Morton, O. A., . . .	1,500	Georgetown, . . .	Georgetown, Groveland, Rowley.
Poland, Mary L., . . .	1,550	15 Myrtle Street, Springfield.	East Longmeadow, Hampden, Longmeadow, Ludlow, Wilbraham.
Pope, F. S., Jr., . . .	1,500	Sandwich, . . .	Bourne, Mashpee, Sandwich.
Price, Wilbur H., . . .	1,500	Holliston, . . .	Holliston, Medway, Sherborn.
Record, Christopher A., . . .	1,500	Assinippi, . . .	Hanover, Hanson, Norwell.
Richardson, Herbert E., . . .	1,600	Littleton, . . .	Acton, Littleton, Westford.
Sanderson, W. H., . . .	2,000	Bridgewater, . . .	Ablington, Bridgewater.
Sims, William F., . . .	1,500	Southborough, . . .	Berlin, Northborough, Shrewsbury, Southborough.

Group 3—Concluded.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Stone, Melville A., . .	\$1,750	Reading, . . .	Boxford, Middleton, Reading, Topsfield.
Sweet, Frank W., . . .	1,500	West Stockbridge, .	Alford, Egremont, Richmond, West Stockbridge.
Taylor, Herbert F., . .	1,700	Hopedale, . . .	Bellingham, Hopedale, Mendon.
Thompson, Alfred O., . .	2,000	Wakefield, . . .	Lynnfield, Wakefield.
Thompson, Andrew S., . .	1,500	Ipswich, . . .	Essex, Hamilton, Ipswich, Wenham.
Thompson, Victor V., . .	1,500	Hopkinton, . . .	Ashland, Hopkinton.
Tucker, Hoyt H., . . .	1,500	Kingston, . . .	Halifax, Kingston, Pembroke, Plympton.
Warren, J. E., . . .	1,500	Huntington, . . .	Blandford, Huntington, Montgomery, Russell.
Van Ornum, F. B., . . .	1,500	Cheshire, . . .	Clarksburg, Hancock, Lanesborough, New Ashford.
Webster, Arthur R., . .	1,500	Miller's Falls, . .	Erving, Leverett, Shutesbury, Wendell.
West, M. J., . . .	1,500	Millis, . . .	Millis, Norfolk, Westwood.
Wheeler, F. A., . . .	1,500	Monson, . . .	Brimfield, Monson.
Whitney, Fairfield, . .	1,500	Townsend, . . .	Ashby, Townsend.
Willard, Edgar L., . .	1,500	Marshfield Hills, .	Duxbury, Marshfield, Scituate.

Group 4.—Superintendents giving part time each to a single town.

Chickering, George E., . .	\$750	81 Berkeley Street, Lawrence.	North Andover.
Walratt, Henry M., . . .	800	Needham, . . .	Needham.

Group 5.—High school principals serving also as superintendents.

Brehant, James W., . . .	\$1,800	North Attleborough,	North Attleborough.
Buck, Jonathan I., . . .	1,900	Lexington, . . .	Lexington.
Childs, H. O., . . .	1,800	Swampscott, . . .	Swampscott.
Coons, Charles A., . . .	1,700	Stockbridge, . . .	Stockbridge.
Corbin, F. E., . . .	2,000	Southbridge, . . .	Southbridge.
Cutts, Charles W., . . .	1,400	Merrimac, . . .	Merrimac.
Douglas, Frank A., . . .	1,500	Winthrop, . . .	Winthrop.
Eaton, Charles M., . . .	1,900	Weston, . . .	Weston.
Eaton, William L., . . .	2,500	Concord, . . .	Concord.
Gamwell, Irving H., . .	1,600	Franklin, . . .	Franklin.
Lackey, W. A., . . .	1,800	Webster, . . .	Webster.
Manning, John H., . . .	1,500	Groton, . . .	Groton.
Melcher, S. A., . . .	2,100	Whitinsville, . .	Northbridge.
Perrin, Marshall L.,* . .	1,500	Wellesley Hills, .	Wellesley.

* Professor at Boston University.

Group 5 — Concluded.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendences.
Butcliffe, Frank S ,*	\$1,500	Arlington, . . .	Arlington.
Tuttle, O. A., . . .	1,250	Nahant, . . .	Nahant.
Waldron, H. C., . . .	1,800	Westborough, . .	Westborough.

* Principal of grammar school.

Group 6. — Members of school committees returned as superintendents.

Browne, Wilfred W., . .	\$900	Blackstone, . . .	Blackstone.
Merritt, Mrs. Abbie E., .	100	Ashburnham, . . .	Ashburnham.
Qua, Lester R., . . .	300	Pepperell, . . .	Pepperell.
Tangney, James H., . .	1,000	Rockland, . . .	Rockland.

Summary of the Foregoing Groups. — The following statement summarizes the towns, superintendents and salaries of the preceding table : —

GROUPS.	Number of towns.	Number of superintend- ents.	Salaries.	Average salary.
Group 1,	74	82	\$187,980	\$2,292
Group 2,	9	4	8,050	2,012
Group 3,	236	76	118,630	1,560
Group 4,	2	2	1,550	775
Group 5,	18	18	81,050	1,725
Group 6,	4	4	2,800	575
Totals,	343	186	\$349,560	\$1,879

The salaries of superintendents arranged by magnitudes appear as follows : —

Number with a salary of \$6,000,	1
Number with a salary of \$4,000,	3
Number with salaries from \$3,000 to \$4,000,	14
Number with salaries from \$2,000 to \$3,000,	43
Number with salaries from \$1,500 to \$2,000,	106
Number with salaries from \$1,000 to \$1,500,	12
Number with salaries below \$1,000,	7
Average salary for the State,	\$1,879

If we exclude from consideration the superintendents of groups 4, 5 and 6, on the ground that they are also principals of schools, or for other reasons do not give full time to their superintendencies, the average salary of the Massachusetts superintendent stands at \$1,942.

Qualifications of the Superintendent. — Thus far effort has been concentrated on establishing the office of superintendent. Has not the time now come for the State to protect the office against unqualified candidates for it? Inasmuch as the State pays half the salaries of the union superintendents, '76 in all, it might with special propriety insist on having a voice in their selection. And yet the right of local choice should be duly regarded. Should the State, in connection with the examination and certification of teachers, establish an eligible list of candidates for the unions to choose from, that in itself would tone up the selection, since many a joint committee would gladly avail itself of such aid. In establishing a list for the voluntary use of unions, the State can more promptly exact higher qualifications in the candidate than in establishing one for their compulsory use.

Duties of the Superintendent. — It is often said that the law relative to the duties of the superintendent is defective, because it does not sufficiently define them. It is certain, indeed, that he must sign age and schooling certificates. Beyond this nothing is certain, but everything is general. He has "the care and supervision of the public schools," — a responsibility large and weighty enough, were it not that such care and supervision must be exercised "under the control and direction of the school committee." The result is, that the superintendent's authority in practice is a variable one, ranging from a minimum that belittles the office to a maximum that exalts it. Where a committee employs a superintendent in response to the letter of the law, but does not utilize him in response to its spirit, a sharp and detailed statutory definition of the superintendent's duties might be of advantage. Even here, however, the advantage of the definition could hardly offset the disadvantage of the lack of coöperation. It should be remembered that the field of specific authority granted to the school committee under our laws is an exceedingly large one, and that outside of this there is an unbounded field where the committee may

exercise its discretion. Indeed, it has been said in the way of pleasantry that the school committee is the repository of all powers not otherwise disposed of under our State polity. This rich source of power is something to be prized. Many a Massachusetts committee entrusts its superintendent with far greater authority than any statutes would ever be likely to grant him, — not that it absolutely delegates to him the authority which by law can only be finally exercised by itself, but that it so systematically supports him by its votes as to arm him with its power. A committee that sturdily upholds its superintendent strengthens his tenure, and a strengthened tenure insures better work. The interests of the schools are too great and varied for school committees to manage them well without good superintendents, and too interwoven with local conditions for superintendents to manage them well without good committees.

For the information and guidance of the newer superintendencies, it may be stated that a recent inquiry into the practice of two hundred and thirty-three towns and cities of Massachusetts shows that nearly all of them are reported to give the superintendent full authority over the following subjects: —

1. Courses of study.
2. Inspection and direction of teachers' work.
3. Teachers' meetings.
4. Promotion of pupils.

All of these subjects are properly assigned to the superintendent, although his power cannot be said to be full in any other sense than this, — that the school committee usually endorses his action. In the case of a course of study, in particular, so many important policies affecting teachers, pupils, parents and the public hinge upon its details that the statutes wisely require that the school committee shall prescribe it.

The majority of the towns and cities give the superintendent advisory or joint power, and many of them are reported to give him full power, over the following matters: —

5. The nomination of teachers.
6. The appointment of teachers.
7. The suspension of teachers.
8. The dismissal of teachers.

There is no more vital work possible for the superintendent than that of selecting well-equipped teachers; he should not only be permitted, he should be directed, to secure the best he can find, whether they are to be found at home or abroad, for the salaries offered. His interest lies in building up good schools; he rises or falls with them; there is little fear of nepotism in his recommendations, if he is given a free field. He should confer with committees on teachers and with principals for whom subordinates are wanted, but his nominations should be his own. The power of nomination should be fully delegated to him. When, however, it comes to the appointment and dismissal of teachers, the committee is required by law to act. If it generally endorses the nominations, the superintendent may be said to have in this way a certain authority, not full or absolute, over the appointments. This is enough for his purpose. Unquestioning endorsement should not be demanded by the superintendent; and general endorsement should not be denied by the committee. A due regard for the province of each requires here a mutual understanding and a mutual respect. Fortunately, there is less occasion for suspending and dismissing teachers than for nominating and appointing them. Suspension is the converse, as it were, of nomination, and properly belongs to the superintendent; dismissal being the converse of appointment, and falling by law to the committee.

The majority of the towns and cities give the superintendent advisory or joint or full authority, and nearly half are reported as giving him full authority, over the following items:—

9. The selection of text-books.

10. The selection of reference books.

11. The selection of apparatus and illustrative material.

In the case of text-books, the superintendent should make the recommendations; but, since the statutes require that no change in them shall be made without a two thirds vote of the committee, the full authority reported as granted the superintendent must be understood as authority subject to the confirming vote of the committee.

And so an analysis of the authority of committees over their superintendents shows that, in general, it is trustful and sympathetic; and that, in consequence, the superintendent has

as large authority and responsibility as he can exercise, — enough, surely, to give him a good field for his best activity; and the example thus set by broad-minded committees cannot but lead the rest into truer conceptions of the superintendent's functions.

There are other duties of the superintendent whose definition in rules is hardly to be expected, such, for example, as those —

1. Of setting a good personal example in dress, speech and behavior.

2. Of establishing relations of acquaintance and sympathy with those among whom he works.

3. Of keeping abreast with the educational progress of the times.

4. Of holding before the schools high ideals of civic and moral conduct, as well as of intellectual attainment.

5. Of calling out the better spirit of teachers.

6. And, in general, of cultivating those manhood and professional virtues, cardinal and minor, that make one a power in his work.

But it is easy enough to enumerate qualities desired; not so to find them in any single person, or to command them should they be found. And so the superintendent obtainable in fact can hardly be the superb person that is seen in theory. If not a perfect fit, he can yet do valuable service. He will have to bear with others; it is only fair that others should bear with him. So long as the public tempers its pay for the service it wants, it should temper its judgment of the service it gets. That service in its better expressions is an inspiration to the school system, already justified by its excellent accomplishment and full of promise for greater.

May Teachers and Superintendents be Members of the School Committee? — The practice of a committee's entrusting special duties of supervision to one of its own number with added pay therefor is one of long standing, and, until recently, of honorable sanction. In the development, however, of civic life, the temptations to seek or use office for selfish purposes are getting to be so large and threatening that legislation has been invoked to reduce them. Hence the law forbidding members of a city council to take offices which they help to create; and other

laws of like spirit. And so a practice that was common and defensible enough in the past has now become discredited.

A teacher may properly serve on a committee where he resides, if he is not in the employ of that committee. But to serve on the committee that employs him, fixes his salary, directs his policy, judges his work and annually decides whether to reappoint him or not, — this has come to be regarded as an impropriety so marked that it should in itself bar such service. It matters not how upright and honorable the teacher may be, or how satisfied the public may be with such double service, public opinion has crystallized against the practice of uniting the employer and the employed in one and the same person for purposes of public service. The duties of the superintendent are such that the impropriety of serving on the committee is even greater for him than for the teacher. And the situation is entirely possible — indeed, there is a recent instance of it — for a member of a committee of three so to hold the balance of power as not only to appoint himself superintendent by his own casting vote, and fix his salary, but also to confirm his every act as superintendent.

The law that now requires every town and city to have a superintendent of schools contemplates the choice of some one outside of the school committee, who is specially fitted to have the care and supervision of the schools. The union superintendency law, in particular, was carefully framed to bar out anything like a nominal supervision at a nominal sum by a member of the school committee or by any other person. As a matter of fact, all but 4 of our 186 superintendents are persons outside of the school committee. The trend of sentiment towards disinterested service in a public official finds expression in the law (section 8, chapter 210, R. L.) that makes it a punishable offence for a State, county, city or town officer to accept a money or other consideration from one with whom he contracts for material or service. The spirit of the law is obvious, to wit, that visions of personal profit shall not cast their baleful glamour over one's official acts. If it is a serious thing for a member of a committee to accept money from a teacher for securing his appointment, or from a publisher for voting to adopt his books, is it not a more serious thing still

for him to accept from himself, as it were, as the proceeds of his own voting, the position and salary of teacher or superintendent, and in the one capacity to exercise jurisdiction over himself in the other? If a member is in doubt whether his relations to the school committee would justify his accepting service and pay from it, he may safely be guided by what is done in similar cases in the great majority of our committees.

Pay of the School Committee. — Now that all municipalities are required to have superintendents, the pay of school committees for their service should cease. Such payment is now forbidden in all towns and cities outside of unions, and, therefore, in all the larger places. It is also forbidden within the unions, except in such towns as specifically vote to pay their school committees. The only reason for the exception is that, when the superintendency bill for groups of towns was first proposed, it was thought it would be defeated if this concession were not made to school committees that insisted on pay for their services. The concession was made, and, barring a single change made in revising the statutes, has stood ever since. Previous to the revision, the school committees in a union were entitled to pay unless their towns voted they should not be paid. But since the revision the situation has been reversed; committees are not entitled to pay unless their towns vote that they shall be paid. In many union towns committees have from the beginning voluntarily given up their pay, when they might have retained it. To one who does not know how it came about, it is quite inexplicable that the law should permit payment to a rural committee for its care of a hundred pupils but deny payment to the Boston committee for its care of a thousand times as many.

Historical Outline. — In the case of any committee, it is common enough for a single member to bear the brunt of its work. The school committee is no exception. The formal recognition of such extra work, with special pay for doing it, has been one of the stages in the evolution of school supervision. The fifth article in the warrant for the town meeting held in Cambridge March 17, 1836, reads as follows: "To see if the Town will authorize the appointment of a general Superintendent of Schools, and provide for his compensation."

April 15, 1836, the school committee of Cambridge voted: "That the committee report, that it is expedient for the School Committee to make choice of some one of their number who shall have the general superintendence of the schools."

April 24, 1836, the Cambridge committee appointed one of their number, James Hayward, superintendent of schools. The committee records for October of that year show that his salary was \$250.

In 1840 the Springfield school committee employed a person outside of its own membership to give his full time to school supervision, — the first instance of the kind in the State.

In 1854 towns were given authority by law to require the school committee to appoint a superintendent, the town to fix his salary and the committee to have no pay. In 1870 the school committee in cities required to have a superintendent was authorized to fix his salary. Superintendencies for groups of towns, but without State aid, were authorized the same year. In 1878 the present system of union superintendencies, with State aid, was organized. The law was amended in 1893 and again in 1898, to make it more convenient of application. In 1900 the present law was enacted, making supervision by school superintendents after July 1, 1902, compulsory and universal.

THE STATE NORMAL SCHOOLS.

Admissions and Membership.—The following statement covers the years that have elapsed since the raising of the standard of admission in 1896:—

EXAMINATIONS FOR ADMISSION.	Number examined.	ADMITTED TO ALL CLASSES.		Membership of all the schools December 1.
		Normal Art School excluded.	Normal Art School Included.	
June and September, 1896, .	—	389	456	1,128*
June and September, 1897, .	843	713	780	1,388
June and September, 1898, .	852	654	743	1,572
June and September, 1899, .	858	703	779	1,624
June and September, 1900, .	950	718	819	1,643
June and September, 1901, .	942	684	768	1,628
June and September, 1902, .	978	683	769	1,708

* Whole number of different pupils during the year 1896-97.

The figures of the foregoing statement show that the normal schools have steadily sustained the remarkable gains that first became apparent in 1897. The standards of admission were raised in 1896. The new schools began their work, one in 1895 and three in 1897. Would the higher standards check admissions? Would the new schools gain at the expense of the old? The first year of the new policy, 1896, showed disappointing figures. The number of persons admitted to the schools, the Normal Art School being excluded, was only 389, as against an annual average of 420 for the preceding ten years, — a loss of 31. But the stimulating effect of the new policies became obvious enough in 1897, the number of admissions being 83 per cent. greater than in 1896 and 70 per cent. greater than the average for the ten years preceding 1896. It then became a pertinent inquiry whether this gratifying gain would be sustained in subsequent years. This question has been settled. The average number of admissions, the Normal Art School still excluded, for the six years from 1897 to 1902 inclusive has been 693, which is 78 per cent. in excess of the number for 1896 and 65 per cent. in excess of the average number for the ten years preceding 1896. The virtue is not in the larger figures; it is in what lies behind them. This sustained increase in the numbers of candidates admitted, and consequently in the membership of the schools, is deeply significant. It bears witness to the strengthening public conviction that teachers, however gifted by nature, need special training for their work; to the growing demands of the public schools for trained teachers; to the efforts of the superintendents of schools to secure such teachers; and to confidence in the enhanced power of the normal schools through their finely equipped plants, their generally strong teaching organizations and their extensive facilities for student practice in teaching, to prepare such teachers.

Normal School Data for 1902. — The accompanying table exhibits in detail normal school data that speak largely for themselves. The number of teachers doing normal school and training work is 244, of whom 122 are in the normal schools themselves and 122 in the observation and training schools officially connected with the normal schools.

Table showing admissions and attendance for 1902, with other normal school data.

NORMAL SCHOOLS.	TEACHERS IN NORMAL SCHOOLS.		TEACHERS IN MODEL AND PRAGMATIC SCHOOLS.		Prepared in 1902 for admission.	ADMITTED TO—		NUMBER OF DIFFERENT STUDENTS FOR 1901-1902.			ATTENDANCE DEC. 1, 1902.		Number of graduates in 1902.	Different students from the beginning.	Graduates from the beginning.
	Men.	Women.	Men.	Women.		Entering class.	Higher or special classes.	Men.	Women.	Totals.	Men.	Women.			
Barnstable (Hyannis), .	3	4	1	6	16	15	6	4	44	48	7		14	170	79
Bridgewater, .	7	8	1	12	180	112	16	36	226	261	28		96	5,166	2,328
Fitchburg, .	4	8	4	26	47	45	9	3	127	129	5		66	414	191
Frammingham, .	6	11	-	9	114	96	13	-	194	194	-		68	2,306	2,322
Lowell, .	3	8	1	23	129	64	6	1	145	146	1	147	37	403	161
North Adams, .	4	4	-	16	48	40	5	-	114	114	-	98	22	203	144
Salmon, .	4	12	-	9	105	110	13	2	206	228	3	223	96	4,384	2,434
Westfield, .	5	3	1	14	90	89	9	1	126	126	-	123	56	4,472	1,756
Worcester, .	7	6	-	3	96	66	1	6	176	181	3	166	54	1,766	1,912
Normal Art (Boston), .	13	4	-	-	84	36	1	64	268	276	67	246	37	2,068	1,123
Totals, .	54	68	8	114	973	691	78	115	1,616	1,763	114	1,104	546	24,491	12,080

The number of candidates examined was 978, of whom 769 were admitted. It does not follow, however, that 209 were rejected, since some of them appeared for preliminary examinations only. The number of rejected candidates is, however, sufficiently large to emphasize the thought that the normal schools are in earnest to bar out at the threshold of the teacher's professional training those who are obviously unfit to take it. In the nature of the case the attitude of the normal school towards the candidate for admission is different from that of the public school below. In the former case the inquiry is: "Is the welfare of the public schools likely to be promoted or hindered by admitting the candidate?" In the latter case the inquiry is: "Is the welfare of the candidate likely to be promoted by admitting him?" The normal school was established to improve the teaching in the public schools; and it is bound, in fidelity to the great trust with which it is charged, to inquire of every policy it adopts what it has of promise for this trust.

The total attendance Dec. 1, 1902, was 1,708, which is the largest record for this item in the history of the schools.

Extension of the Elementary Course. — It is already permissible, under an order of the Board, for the principal and the board of visitors of any school to arrange for an additional year of study and practice for two classes of students who have taken the elementary course of two years. One class is made up of those whose two years' work shows conspicuous deficiencies which, with an additional year of study and practice, there is a reasonable prospect of overcoming. The other class is made up of ambitious and successful students who are not content with two years of preparation. The Worcester and Fitchburg schools have already provided, each in its own way, for this third year. In practice these schools have found it expedient to interpolate a considerable period of active service in the public schools between the work of the first two years and the further study for which the school may provide. Thus the Worcester school has an apprenticeship system in connection with the public schools of that city of such a character that, while the school awards a diploma for two years of study outside of this system, the apprenticeship so breaks the two years

of study that the student's work is not completed until three full years have passed. At Fitchburg, students of promise, after finishing their two years' course, spend a full year as regular teachers with modest pay in the public schools of Leominster and Fitchburg. They work under normal school oversight. The year ended, they return to the normal school for a third year of study, which coincides with the fourth year of their connection with the school. The salary and the experience of this third year of active teaching in the public schools are important factors in the plan. The salary makes the plan more attractive and feasible for the students, and the experience makes it more profitable. As for the normal school, the advantages in convenience, economy and effectiveness of instruction that come from devoting a full uninterrupted year to a single class whose competency as teachers has been tested and assured by their year's experience can scarcely be overstated.

For details of the two plans, see the sixty-fifth report of the Board of Education, pages 17-24.

The work of education is larger than it was once thought to be. Did the teacher know as much as his pupils, or, preferably, a little more? Could he make them mind? That was enough, in the simpler times of our school history. What need was there, then, of a normal school? And when the normal school came, there was frequently a kind of fatalism in the popular attitude towards it. "The teacher is born, and not made," it was plausibly claimed. And if so, how futile the attempt to make one a teacher who is not to the manor born. But in time it was seen that, if one is born a teacher, he is not born so in a sense that leads him to take to teaching as the duck to swimming. If the duck swims as well on the first day as on the last, it swims no better on the last day than on the first. To teach as well on the first day as on the last, and no better on the last than on the first, — that conception of a born teacher was not to be entertained. And so the conviction has come at last, that, while nature undoubtedly bestows favor on some that would teach and withholds it from others, her smile in the one case does not insure success nor her frown in the other carry defeat. Nature's advantage may be lost through over-confidence or indolence, nature's handicap overcome by

zeal and persistency. But if nature and training can save the candidate when the service of each is to make up for the deficiencies of the other; how much more can they do for him when the service of each is to enhance the excellence of the other. To-day it is the rare combination of native endowment, scholarly attainment and professional skill that is sought in the teacher. It is sought with an insistence that has its pathetic and even amusing aspects, as well as its commendable ones. For the ideal teacher is the most elusive of creatures. He is largely a creation of the mind. The price offered for him, too, is singularly disproportionate to what is sought in him. At last the search for him is abandoned. Some flesh-and-blood person nearer earth is taken. And so the school authorities accept with such grace as they can the hard realities of the situation. "If we cannot secure what we want, we must put up with what we can get." It must not be inferred, however, that visions of the ideal but unattainable teacher are idle sentimentalism. An ideal is simply an idea of something better; without it there can be no progress. First the thought of something higher; next the motive force in the thought impelling one to try for its realization; then the shaping of the activities to gain the desired end; and finally, either attainment of that end or a long stride towards it. Meanwhile, the ideal keeps growing; and, in response, many persons wish to become better teachers. It all means that schools professing to train teachers must keep pace with these advancing conceptions, or find their occupation gone.

It is an open question with young men and women who intend to become teachers whether they shall go to college or to the normal school. Each route has its advantages. A life of four years in college makes for culture. It is fine experience to mingle daily with people from other spheres of life and other parts of the world as well as to imbibe the spirit of an institution that is famous for its teachers, its graduates and its history. And the college is beginning to recognize the fact that education is well worth studying; that it has a significant and stimulating history; that the study of the mind in general, and of the child in particular, may well engage the brightest intellects; that there are profound principles that must be respected if one

would excel in the art of teaching, but that may be easily missed where they are not formally studied. So the colleges are building up educational departments, and are sending out annually increasing numbers of bright young men and women to teach in the schools. So, too, graduation from college is demanded of teachers by the local school authorities with growing frequency. The idea is gaining ground that the college graduate is not out of place in the grammar and even in the primary school. It is a question much discussed by superintendents, whether, on the whole, the college graduate or the normal graduate makes the better teacher. It is generally admitted that at the outset the normal school graduate is more at home in the school, does better work, is not so helpless in the presence of the inevitable problems. But superintendents who exercise a strong moulding power upon their teachers not infrequently claim that in a few months, or a year or two at the most, they succeed in overcoming the deficiencies of the college graduate, and that thereafter, because of a higher culture or a broader outlook, or both, the college teacher is to be preferred. It is probably true thus far that there has been a kind of natural selection that has taken to the college a larger proportion of able and promising students than to the normal schools. The traditions of college families, the prestige of the colleges, the influences favoring the selection of classical courses in the high school, the reluctance of young people to part company with their schoolmates aiming for college, the lower standards of the normal schools in the years preceding 1896, when it was possible for grammar school pupils to omit the high school and enter the normal schools, possibly the fact that one's purpose to teach is not so conspicuously apparent in a college as in a normal school,—all such circumstances have favored a college rather than a normal school trend. On the other hand, the standards of our normal schools have been raised; the schools have taken their place in the collegiate line; they have superb accommodations for the students, the finest of equipments in laboratories, collections and books, teachers that are specialists in their several departments, students that for earnestness of purpose surpass the college average, and always a goodly number of students

who are the peers of the best in the colleges. And in facilities for study and practice in the schoolroom they are unrivalled. Study for the teacher's vocation is more emphatically the main business of the normal school than of the college. Moreover, the entire teaching force of the normal school is loyal to the conviction that the teacher must be specially trained for his work. This is more than can be said of the entire teaching force of the college, in which there may usually be found a considerable number of able men who hold that mastery of his subject is what the teacher needs; such mastery once assured, all else, they assert, will take care of itself.

But the normal schools need to take one step more to meet the requirements of the times, and to hold their own in the rivalries of scholarly preparation. They need to lengthen their present elementary course of two years to three. The principals of the schools are unanimous in their conviction that, if the length of the course is to be determined by what the teacher needs of scholarship and training, then it should be three years instead of two. Such lengthening of the course would prove a hardship to some of the students. They can ill afford the additional time and expense involved. But if such persons, after two years at the normal school, should be permitted to teach a year or two, or even longer, and then to return to the normal school for the third and final year of the course, the work of this third year could be pursued with signal profit. The experience thus gained in teaching would be a revelation of needs that could not but give a definiteness and sturdiness of purpose in subsequent preparatory work otherwise impossible of attainment. Indeed, if the students in general at the end of two years could be set at work in the public schools under special arrangements with the school authorities for a period not less than a year, it would serve the interests of all concerned. Such students would be likely to return to the normal school, since in no other way could they complete the course and receive their diplomas. Indeed, one of the conditions of their employment under the special arrangements suggested would naturally be that they should return after such service to the normal school. A plan like this, as has already been stated, is in successful operation at the Fitchburg Normal School, except

that at present the three years' course there does not displace the existing two years' course.

The general conception of the factors in an elementary course enlarges with experience and study. If the function of the normal school is inferred from this enlarged conception, the normal school needs more time to discharge it. There is the normal school that practically does only high school work, with a little professional instruction of a theoretical sort thrown in. This type no longer exists with us. Next comes the normal school that rests on the high school below, but assumes that the academic requirements have been met with sufficient fullness — at least in the better high schools — to justify it in giving special emphasis to what it calls professional work; that is, to study of the methods of best utilizing in school instruction such attainments as one brings to the normal school. This type of normal school we are now leaving behind. And now there is coming into view a type of normal school that recognizes better than the old ones that preceded it the trinity of realms to which all educative processes belong, to wit: —

1. The realm of the instincts, the emotions, the ideas that impel the child to his varied activities.

2. The realm of the interplay between these activities and their impelling forces.

3. The realm of the products of this interplay.

This blocking out of the realms, rough as it is, follows from the accepted premise of modern psychology that, as Professor James of Harvard University puts it, "all our mental states are followed by bodily activities of some sort." Given mental states tend to produce corresponding activities, and these, reacting on the states that incited them, so strengthen them that they tend with greater insistence to the same activities again. Thus the interaction yields habits. But were there no way of escape, our habits would hold us in bondage. Nature has, however, considerately provided a way. The activities that issue from mental states react on these states with a surplus energy that not only intensifies them, but also so changes them that they lead to modified activities which in time become habits on higher, or, at least, on other levels. Thus old habits are broken up and new ones rise from their ruins.

The process is known as one of adjustment, adaptation, accommodation. It is common to all life, — sluggish and obscure enough in the lower forms, but wonderfully active and varied in human beings. Now, when conscious efforts are made to control this process for the child's good, the process becomes an educative one. All this leads up to the teacher's function; its grander outlines are determined by these three realms of the educative process, — the realm of the stimulus, the realm of the interaction and the realm of the product. The teacher serves the child by enriching for him the first realm, by creating for him favoring conditions in the second, and by turning to his advantage, through correction and criticism, the product in the third. For work in the first realm, the teacher needs high scholarship and a fine character. How can he lead a child into the beginnings of great thoughts, give the child wise direction in the new and strange world that confronts him, set the child's face towards the particular goals he should strive for, unless he himself has great thoughts, knows the world to be explored, and sees where lie the distant goals? And how dare the teacher, in view of the astonishing imitative tendencies of the child, give him other suggestions than those that issue from a heart that is right and a personality that is cultured and inspiring? For work in the second realm, the teacher should know the world's experience in dealing with the child's activity. This is likely to save him from taking up exploded methods on the one hand, and equip him with approved ones on the other. It is the glory of the kindergarten, laboratory, manual training, domestic science, and kindred movements of the times, that they give the child joyous direction and inviting purpose in a realm where he must act, but where his unguided action so often tends to the useless or mischievous. Of course it should not be overlooked that the interaction which yields literary expression is helped, and sometimes to a surprising extent, by that which yields material expression. And, for the third realm, the teacher should possess the qualifications of the competent critic. He needs to adjust his corrective work to the nature of the child, doing enough of it to keep the ideals of attainment just ahead of him, but not so much as to undermine his power of self-correction. Now, the processes that run through these realms are forever going on, in season and out,

schools or no schools. If not a cultivated growth, then a wild growth; and in wild growth there is much that is commendable and picturesque. No teacher has a right to intrude on these processes unless he can give to them a better tone, quality, direction. If he has no ideas in the first realm, blocks by repressive policies the interplay of the second, and fails to rise to his duty in the third, — and the unqualified teacher sometimes shows an astonishing capacity for incapacity in each one of these arenas, — the last condition of his school is sure to be worse than the first. These being in outline the functions of the teacher, the normal school of the third type — the one now coming into view — needs to adjust its instruction more generously and closely to them. It should foster, therefore, in its students a higher scholarship, it should give them a stronger grip on the philosophy of the educative interplay, and it should train them to a more skillful treatment of the varied products thereof. And under these larger heads a thousand associated themes come up for study, — themes too numerous and too exacting for so brief a course as two years.

The step from a two years' elementary course to one of three years is not an untried or extravagant one. The longer course has eminent sanction where education has been most studied. The teachers of Prussia, for example, are all required to take a normal school course of three years. They are then provisionally appointed as teachers for three years, working under the oversight of their former principals as well as of the district inspectors. If successful as teachers, they are required to pass a final examination, chiefly on pedagogical questions, after which they serve for life, being removable only on grounds of immorality. The schoolmaster in Germany is a State officer. His intelligence, his special training, his confidence in his tenure, his feeling that the empire is behind him, — all these things give him strength and win him respect. To him more than to any single agency Germany owes her commanding position to-day. If his salary is smaller than we pay in Massachusetts for corresponding service, its purchasing power is greater; moreover, it increases with his years of service, and the pension granted on retirement disarms his fears for the years when he cannot work.

In France, too, great pains is taken with the preparation of

teachers. The work is of more recent development than in Germany, and was undoubtedly quickened by the reflection that Germany's demonstrated superiority in war was due, as Von Moltke affirmed, to the prowess of the German schoolmaster. France has 172 elementary normal schools, of which 87 are for men and 85 are for women; also 3 higher normal schools, — 1 for men, 1 for women and 1 specially for kindergarten teachers. Here, also, the length of the elementary normal course is three years. Then comes a provisional appointment as teacher. If within ten years a final examination is passed, the appointment becomes one for life, the teacher being removable for immorality only, as in Germany. After thirty-five years of service the teacher may retire on a pension equal to three-fourths of his salary. In the three advanced normal schools just referred to persons are trained to the higher and more influential positions, like those of principals, school inspectors and teachers in both grades of normal schools.

In consequence of these policies, the teachers of the common schools in Germany and France are practically all normal school graduates. In 1893, out of 71,731 teachers in the elementary schools of Germany all but 241 were normal graduates, these 241 being teachers who entered upon their work when there was less stringency in executing the law. The present French school system is only thirty years old, but of the 106,000 teachers in the public elementary schools of France, 97 per cent. hold diplomas certifying to their fitness to teach, and 43 per cent. hold the highest diplomas (*certificat d'aptitude pédagogique*), and the showing for the private schools of France is nearly as good. Substantially, then, the entire teaching force of these two great countries has had three years of normal training, preceded generally in Germany by four years of academic work and in France by five years of academic work above that of the common schools. Moreover, in Germany the school inspectors are on the lookout for bright children in the common schools who are likely to make good teachers if trained for the purpose. Such promising persons, with the consent of their parents, are started on their way to the normal school. When it comes to the preparation of teachers for the various branches of secondary education, we have also much to

learn from Europe. Some of our more progressive communities are insisting on college graduation as a prerequisite for the high school teacher, and a few of them are attaching importance as well to an additional year of professional training. The colleges, especially Harvard, are establishing valuable courses for intending teachers. The normal schools are also receiving considerable numbers of college graduates for a year's professional study. A proposition to establish a teachers' college has been under consideration in Boston. The idea of such a college, or, more strictly, of having the work done that has been proposed for such a college, is, in itself, a sound and promising one. As between a teachers' college conducted by a city and one conducted by the State, there can be little question what the choice should be. At present, however, hopes for the better training of secondary teachers are centered in those colleges and normal schools that, with favoring and hindering circumstances on each side, are working in friendly rivalry to this end.

Returning to the training of elementary teachers, one may add that policies not unlike those of Germany and France are adopted in other progressive countries of Europe. The result is a far higher level of academic attainments and professional skill in these countries than with us. Subjects are more thoroughly taught, and the enormous waste that comes from inefficient teaching is handsomely reduced. But, although subjects with us are not handled so skillfully or economically as abroad, the child receives from us greater consideration. This does not, indeed, excuse the waste of our system, but it is a fact to its credit. There is no valid reason, however, why a subject should not be ably taught and the child duly respected at the same time.

Now, contrast the pains taken in the enlightened countries of Europe to protect the schools against inefficiency of instruction with the laxness that is not yet extinct in Massachusetts. Persons are still appointed as teachers who have not finished their high school course, or who are needy and can be helped in this way, or who want spending money and see no better way to get it, or whose claims are those of nepotism rather than of fitness. This subordination of the needs of the taught

to those of the teacher is, of course, all wrong. With the employment of superintendents of schools, the increasing influence of the normal schools and the improving standards in public opinion, it is becoming more difficult for one to obtain a position except on the ground of merit. It is now entirely feasible for our State normal schools to adopt a three years' elementary course; ten years ago the suggestion of such extension would have been deemed visionary. The cost of such an increase to the State would be relatively slight. It means no extension of buildings and but slight extension, if any, of class room equipment. The laboratories, libraries, collections, illustrative equipment, are all at hand. The teaching force is adequate. An important factor in the situation is the great extension of the practice facilities of the normal schools. There are 122 teachers in the observation and training schools affiliated with the normal schools, — as many as are employed in the normal schools themselves. When normal school students drop their class room work at the normal schools for observation and training under these 122 teachers, then the normal school teachers proper are relieved of such class instruction. At certain seasons of the year and certain hours of the day a visitor at a normal school, especially at one of the newer schools, whose number of pupils is relatively small, but whose practice facilities are ample, notes a certain emptiness of the school. "Where are the students?" he inquires. "And what are the teachers doing?" The answer is that the students are distributed among the observation and training schools. Some are teaching the lessons they have carefully planned under the oversight of their instructors, and their teaching is under inspection for its good points and bad; others are observing, not simply looking on, and doing so under similar oversight. Only one can teach in a room at a time, and only two or three observe there to advantage at a time. All this means a great deal of individual work with students, which is variously divided between the normal school teachers and the teachers of the observation and training schools, — work that necessarily goes on away from the class rooms of the normal school, either in schoolrooms under the same roof, or in one or more designated school buildings of the town or

city, or even in other towns or cities than those in which the normal schools are located.

But in this division of individual labor with students, to the extent to which the students are working with the teachers in the public schools, to that extent they are not working with the normal school teachers proper. This means that times, teachers and class rooms are generally and readily available, especially in the less numerously attended schools, for the students of a third year.

But, should it be decided to lengthen the elementary course to three years, the date for entering upon the policy should be so fixed as to respect existing obligations to the students now in attendance, and to give ample notice to those who are contemplating a normal school course hereafter.

Changes in the Admission Examinations.—Two or three changes have been made in the admission examinations. A knowledge of arithmetic will be hereafter presumed, except so far as it may be incidentally tested in connection with other subjects. Instead of taking an examination in five sciences, namely, physiology and hygiene, chemistry, physics, botany and physical geography, the candidate must take an examination in physiology and hygiene, and in any two of the remaining four sciences, provided one of the two is either physics or chemistry. Candidates are advised to present themselves in both physics and chemistry when they can be studied experimentally. Teachers in the elementary schools need all the foregoing sciences, indeed, and an elementary acquaintance with two or three additional ones, such as astronomy, zoölogy and geology. They should, therefore, utilize to the full their high school opportunities of studying themes essential to their success as teachers in the schools, even though they are not essential to their success as candidates for admission to the normal schools.

The following circular of information contains the changes referred to, as well as a few others. The changes are of a character that permits them to go into effect the current year.

STATE BOARD OF EDUCATION,
STATE HOUSE, BOSTON, January, 1903.

CIRCULAR OF INFORMATION.

✎ *Principals of schools and others whom this circular may reach are requested to bring it to the notice of young people who wish to become teachers. Such persons should be found out, if possible, at the beginning of their high school course, and wisely advised about their plans of work.*

THE NORMAL SCHOOLS.

Massachusetts has ten normal schools. The following table gives their location in the order of their organization, with their present principals : —

NORMAL SCHOOLS.	First Opened.	Present Principal.
Framingham, . . .	July 3, 1839, at Lexington,	Henry Whittemore.
Westfield, . . .	Sept. 4, 1839, at Barre, .	Clarence A. Brodeur.
Bridgewater, . . .	Sept. 9, 1840, . . .	Albert G. Boyden.
Salem, . . .	Sept. 14, 1854, . . .	Walter P. Beckwith.
Boston, Normal Art, .	Nov. 11, 1873, . . .	George H. Bartlett.
Worcester, . . .	Sept. 15, 1874, . . .	E. Harlow Russell.
Fitchburg, . . .	Sept. 11, 1895, . . .	John G. Thompson.
North Adams, . . .	Feb. 1, 1897, . . .	Frank F. Murdock.
Hyannis (Barnstable),	Sept. 9, 1897, . . .	W. A. Baldwin.
Lowell, . . .	Oct. 4, 1897, . . .	Frank F. Coburn.

REQUIREMENTS FOR ADMISSION.

Candidates for admission to any one of the normal schools must, if young women, have attained the age of sixteen years, and if young men, the age of seventeen years. Their fitness for admission will be determined : —

1. By their standing in a physical examination.
2. By their moral character.
3. By their high school record.
4. By a written examination.
5. By an oral examination.

Physical Examination.

The State Board of Education adopted the following vote March 7, 1901 : —

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

Moral Character.

Candidates must present certificates of good moral character. In deciding whether they shall prepare themselves to become teachers, candidates should note that the vocation requires more than mere freedom from disqualifying defects ; it demands virtues of a positive sort that shall make their impress for good upon those who are taught.

High School Record.

It may be said, in general, that if the ordinary work of a good statutory high school is well done, candidates should have no difficulty in meeting the academic tests to which they may be subjected. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent not insisted on, or take studies not prescribed, in the admission requirements.*

The importance of a good record in the high school cannot be overestimated. *Principals are requested to furnish the normal schools with records of the high school standing of candidates.* The stronger the evidence of character, scholarship and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners as to their fitness.

Written Examination.

The examinations will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours to cover each of groups I., II. and IV., and a single paper with a maximum time allowance of one hour to cover each of groups III. and V. (*five papers with a maximum time allowance of eight hours*) : —

I. *Language.* — (a) English, with its grammar and literature, and (b) either Latin or French.

II. *Mathematics*. — (a) The elements of algebra and (b) the elements of plane geometry.

III. *United States History*. — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV. *Science*. — (a) Physiology and hygiene and (b and c) any two of the following: physics, chemistry, physical geography and botany, provided one of the two selected is either physics or chemistry.

V. *Drawing and Music*. — (a) Elementary, mechanical and free-hand drawing, with any one of the topics, — form, color and arrangement, and (b) music.

Oral Examination.

Each candidate will be required to read aloud in the presence of the examiners. He will also be questioned orally either upon some of the foregoing subjects or upon other matters within his experience, in order that the examiners may gain some impression about his personal characteristics and his use of language, as well as give him an opportunity to furnish any evidences of qualification that might not otherwise become known to them.

GENERAL REQUIREMENT IN ENGLISH FOR ALL EXAMINATIONS.

No candidates will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the statement here made, and marked accordingly.

SPECIAL DIRECTIONS FOR THE WRITTEN EXAMINATIONS.

I. Language.

(a) *English*. — The subjects for the examination in English will be the same as those agreed upon by the colleges and high technical schools of New England and now quite generally adopted throughout the United States.

1. *Reading and Practice*. — A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter and spirit of the books, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of a few topics to be chosen by the candidate from a consid-

erable number set before him in the examination paper. In place of a part or the whole of this test, the candidate may present an exercise book *properly certified by his instructor*, containing compositions or other written work done in connection with the reading of the books.

The books set for this part of the examination are: —

1903–1905. — Shakespeare's *The Merchant of Venice* and *Julius Cæsar*; *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *The Ancient Mariner*; Scott's *Ivanhoe*; Tennyson's *The Princess*; Lowell's *The Vision of Sir Launfal*; George Eliot's *Silas Marner*; Carlyle's *Essay on Burns*.

2. *Study and Practice*. — This part of the examination presupposes a more careful study of each of the works named below. The examination will be upon subject-matter, form and structure.

In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong. The books set for this part of the examination will be: —

1903–1905. — Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro* and *Il Penseroso*; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

(b) *Either Latin or French*. — The translation at sight of simple prose or verse, with questions on the usual forms and ordinary constructions and the writing of simple prose based in part or in full on the passage selected.

The Conference on Uniform Requirements in English for Admission to College, on whose recommendations the foregoing lists of books in English and directions for study are based, advises —

1. That English be studied throughout the primary and secondary school courses, and, when possible, for at least three periods a week during the four years of the high school course.

2. That the prescribed books be regarded as a basis for such wider courses of English study as the schools may arrange for themselves.

3. That, where careful instruction in idiomatic English translation is not given, supplementary work to secure an equivalent training in diction and in sentence structure be offered throughout the high school course.

4. That a certain amount of outside reading, chiefly of poetry, fiction, biography and history, be encouraged throughout the entire school course.

5. That definite instruction be given in the choice of words, in the structure of sentences and of paragraphs, and in the simple forms of

narration, description, exposition and argument. Such instruction should begin early in the high school course.

6. That systematic training in speaking and writing English be given throughout the entire school course. That, in the high school, subjects for compositions be taken partly from the prescribed books and partly from the students' own thought and experience.

7. That each of the books prescribed for study be taught with reference to (a) the language, including the meaning of the words and sentences, the important qualities of style and the important allusions; (b) the plan of the work, *i.e.*, its structure and method; and (c) the place of the work in literary history, the circumstances of its production and the life of its author. That all details be studied, not as ends in themselves, but as means to a comprehension of the whole.

II. Mathematics.

(a) The elements of algebra through affected quadratic equations.

(b) The elements of plane geometry.

While there is no formal examination in arithmetic, the importance of a practical working acquaintance with its principles and processes cannot be too strongly emphasized. The candidate's proficiency in this subject will be incidentally tested in its applications to other subjects.

In geometry, the candidate's preparatory study should include independent solutions and demonstrations, — work that shall throw him upon his own resources; and his ability to do such work will be tested in the examination. An acquaintance with typical solid forms is also important, — enough, at least, to enable the candidate to name and define them and to recognize the relations borne to them by the lines, planes, angles and figures of plane geometry.

III. United States History.

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised; also in English history so far as this history bears conspicuously on that of the United States.

IV. Science.

(a) *Physiology and Hygiene.* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(b and c) *Any Two of the Following Sciences, — Physics, Chemistry, Botany, Physical Geography, provided One of the Two is either Physics or Chemistry.* — The chief elementary facts of the subjects selected, so far as they may be presented in the courses usually devoted to them in good high schools. It will be a distinct advantage to the candidate if his preparation includes a certain amount of individual laboratory work.

A laboratory notebook, with the teacher's endorsement that it is a true record of the candidate's work, will be accepted as partial evidence of attainments in the science with which it deals. The original record should be so well kept as to make copying unnecessary.

V. *Drawing and Music.*

(a) *Drawing.* — Mechanical and freehand drawing, — enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a freehand sketch of the same in perspective. Also any one of the three topics, — form, color and arrangement.

(b) *Music.* — Such elementary facts as an instructor should know in teaching singing in the schools, including major and minor keys, simple two, three, four and six part measures, the fractional divisions of the pulse or beat, the chromatic scale, the right use of the foregoing elements in practice, and the translation into musical notation of simple melodies or of time phrases sung or played.

IMPORTANCE OF ADEQUATE PREPARATION.

Candidates should measure their duty of making adequate preparation not wholly by the subjects selected and the papers set for the admission examinations, but by the larger demands their chosen vocation is sure to make upon them. The more generous and thorough, therefore, the preparation of the candidate, the greater the likelihood of profiting by the normal school, of completing the elementary course on time, of securing employment after graduation, and of doing creditable work as a teacher.

The candidate is advised, therefore, to utilize all feasible opportunities offered by the regular high school course for promoting this breadth of preparation, and the high school should aim to hold the candidate up to the higher ideals of such preparation.

EQUIVALENTS.

Special cases that raise questions of equivalents will be considered on their merits by the school to which admission is sought.

DIVISION OF THE EXAMINATIONS.

Candidates may be admitted to preliminary examinations a year in advance of their final examinations, provided they offer themselves in one or more of the following groups, each group to be presented in full: —

- II. Mathematics.
- III. United States History.
- IV. Science.
- V. Drawing and Music.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof, the form of certificate to be substantially as follows: —

_____ has been a pupil in the
_____ School for _____ years, and is, in my judgment,
prepared to pass the normal school preliminary examination in the follow-
ing group or groups of subjects and the divisions thereof: —

Signature of principal or teacher, _____
Address, _____

The group known as I. Language must be reserved for the final examinations. It will doubtless be found generally advisable in practice that the group known as IV. Science should also be so reserved.

While division of the final or complete examinations between June and September is permissible, it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the normal schools, shall be kept down to a minimum. Candidates for the final or complete examinations are earnestly advised, therefore, to present themselves in June.

EXAMINATION DATES.

The admission examinations are held at the several normal school buildings in accordance with the following schedule: —

1903. — Thursday and Friday, June 25 and 26; Tuesday and Wednesday, September 8 and 9.

1904. — Thursday and Friday, June 23 and 24; Tuesday and Wednesday, September 6 and 7.

1905. — Thursday and Friday, June 28 and 29; Tuesday and Wednesday, September 12 and 13.

Examinations for admission to the Normal Art School are held near the end of September. For the dates, reference should be made to the catalogue of the school.

ELEMENTARY COURSE OF STUDY.

The elementary course of study is designed primarily for those who aim to teach in the public schools below the high school grade. It comprises substantially the following subjects: —

I. The study of the educational values of the following subjects and of the principles and methods of teaching them: —

(a) English, — reading, oral and written composition, grammar, rhetoric, English and American literature.

(b) Mathematics, — arithmetic and bookkeeping, algebra, plane geometry.

(c) History, — history and civil polity of the United States and of Massachusetts.

(d) Science, — physics, chemistry, mineralogy, botany, zoölogy, geography, physiology and hygiene.

(e) Drawing, vocal music, physical training, manual training.

II. (a) The study of man, body and mind, for the principles of education; the study of the application of these principles in school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

(b) Observation and practice.

The time required for the completion of this course depends upon the students. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years are insisted upon. A diploma is given when the course is satisfactorily completed.

A THIRD YEAR FOR PRACTICE AND STUDY.

The board of visitors and the principal of any normal school may arrange for its students a third year of study and of practice in teaching whenever, in their judgment, such action is desirable. The object is a more complete mastery of the topics arranged for the regular two years' course, as well as further experience in teaching.

For courses thus far arranged under the authority here stated reference should be made to the catalogues of the Fitchburg and Worcester normal schools.

OTHER COURSES.

At the Bridgewater Normal School there is a four years' course, which includes two years' work in the subjects of the elementary

course and two years' work in the languages and advanced English studies. It is a distinct course from the beginning.

At Bridgewater, also, there is an advanced course of two years, which graduates of colleges and promising graduates from the regular elementary course are permitted to take. It is designed primarily for those who aim to teach in the public schools above the grammar school grades.

Neither of the two foregoing courses is permissible in the other normal schools without a special vote of the Board to that effect in the case of each school. An advanced course has been authorized for Hyannis.

In connection with the Framingham Normal School is the Mary Hemenway Department of Household Arts. Its course of study is two years long; its principal aim, to prepare teachers of the various household arts, especially cookery in its various forms, for the public schools.

Graduates of colleges and universities who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal of the school and of the board of visitors, select from the elementary course of study a course which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

Teachers of successful experience, who bring satisfactory testimonials, may also receive a certificate under similar conditions.

So, too, persons of exceptional maturity, of high standing in college, and who give evidence of special aptness to teach, may receive a certificate for one year's study of subjects selected from the two years' advanced course of the Bridgewater Normal School.

For details of the foregoing courses apply at the schools where they are given.

THE NORMAL ART SCHOOL.

Candidates for admission must be at least sixteen years of age, present evidence of good moral character, be graduates of high schools or have received an equivalent training, and pass an examination in the following subjects:—

1. Outline from group of models.
2. Outline ornaments from cast.
3. Light and shade from objects.

The courses of study are three and four years long. They are designed primarily for persons who aim to teach drawing in the public schools. For information about the requirements for admission, details of the courses of study and other matters, apply to the principal of the school, corner of Newbury and Exeter streets, Boston.

DIPLOMAS.

For the successful completion of regular courses, diplomas are awarded. These diplomas may be legally accepted by the school committees of the State as evidence of the teaching qualifications of the holders thereof in lieu of the personal examination otherwise required by law.

SUMMER SESSION OF THE HYANNIS NORMAL SCHOOL.

At the Hyannis Normal School a summer session of five weeks is held. This session is entirely distinct from the regular sessions of the school, and is intended particularly for teachers in the service who feel the need of further training. The work is of an intensive character and counts towards the diploma of the school. Tuition is free to Massachusetts teachers. For details apply to the principal of the school.

STUDENTS FROM OUTSIDE THE STATE.

The following resolve was adopted by the Legislature of 1902:—

Resolved, That the state board of education is hereby authorized to receive in the state normal schools pupils from other states and from foreign countries upon the payment of tuition fees; and also to receive in said schools upon the payment of tuition fees such a number of properly qualified teachers or persons intending to be teachers, from Porto Rico, Cuba, Guam, the Sandwich Islands and the Philippine Islands, as they may deem expedient, and to distribute them in such a manner among the several schools aforesaid as will avoid an excessive demand upon, or serious inconvenience to, the existing facilities and equipment of the schools. [*Approved April 17, 1902.*]

For students from other States and countries in the Normal Art School the charge is one hundred dollars a year, and in each of the remaining normal schools fifty dollars a year, of which one half is payable at the beginning of the first half-year session and one half at the beginning of the second half-year session.

OTHER INFORMATION.

The normal schools at Bridgewater, Fitchburg, Framingham, North Adams, Westfield and Hyannis are provided with dormitories where students may receive board at four dollars per week. The normal school at Worcester has a dormitory, but does not furnish board; this, however, may be easily obtained in the immediate neighborhood.

With the exception of the Framingham school, which is for young women only, the privileges of each normal school are offered to young men and women alike.

Text-books and supplies are free, as in the public schools.

State aid to a limited extent may be granted to deserving persons, residents of Massachusetts, after they have been in attendance for at least one term, provided they do not live in the towns where the normal schools are situated.

For catalogues, specimen examination questions for admission, blanks for the various certificates required, and such additional information as may be sought, apply directly to the principals of the several schools.

FRANK A. HILL,
Secretary.

AGENTS OF THE BOARD.

Teachers' Institutes. — Institutes have been held in 18 towns, as follows : —

WHERE HELD.	Date.	Number of towns represented.	Number of members.	Number of exercises.	By whom conducted.
Amherst, . . .	April 18,	10	75	8	G. T. Fletcher.
Attleborough, . . .	Oct. 1,	11	200	18	J. T. Prince.
Barnstable, . . .	Nov. 6,	15	154	12	J. T. Prince.
Billerica, . . .	Oct. 6,	10	107	13	J. W. MacDonald.
Charlemont, . . .	April 25,	6	32	6	G. T. Fletcher.
Cohasset, . . .	Oct. 13,	13	219	14	J. T. Prince.
Dana, . . .	Dec. 10,	5	31	10	J. W. MacDonald.
Haverhill, . . .	Oct. 8,	12	362	18	J. W. MacDonald.
Holden, . . .	Sept. 24,	9	71	13	J. W. MacDonald.
Holyoke, . . .	Oct. 11,	14	375	14	G. T. Fletcher.
Littleton, . . .	Nov. 12,	12	134	16	J. W. MacDonald.
Middleborough, . . .	Oct. 3,	19	236	15	J. T. Prince.
Milford, . . .	Oct 10,	12	203	20	J. W. MacDonald.
Norwood, . . .	Sept. 29,	14	321	14	J. T. Prince.
Orange, . . .	May 15,	10	102	9	G. T. Fletcher.
Shelburne, . . .	May 2,	5	45	6	G. T. Fletcher.
Williamstown, . . .	May 14,	8	193	11	G. T. Fletcher.
Williamsburg, . . .	May 12,	4	40	8	G. T. Fletcher.
Totals, . . .	-	189	2,900	225	

These institutes were divided among the agents of the Board as follows : —

	Institutes.	Towns.	Teachers.	Exercises.
Mr. Prince,	5	72	1,180	73
Mr. Fletcher,	7	57	862	62
Mr. MacDonald,	6	60	908	90
Totals,	18	189	2,900	225

Differentiation of the Work of the Agents. — The policy recommended to the Board by the committee which it appointed to consider the nature and scope of the work of its agents (see pages 18–20 for the report of this committee) has since been adopted by the Board, and the Legislature has granted the Board's request for an additional sum of money to carry it into effect. This policy, while still recognizing the general agency and institute duties assigned to the agents by law, apportions among them the following specific kinds of work : —

1. The approval of teachers in the smaller towns, for the purpose of a State increase in their salaries.

2. The inspection of high schools, and especially of those high schools that are affected by the high school law of 1902.

3. The promotion of industrial drawing.

4. The State examination and certification of teachers.

5. The inspection of normal schools.

Messrs. Fletcher, MacDonald, Bailey and Prince are assigned to the first, second, third and fourth of the foregoing fields respectively. For the inspection of normal schools, Mr. Ellis Peterson has been appointed.

In the first, second and third of these fields work is already going on in accordance with the policy outlined. In the fourth field the work is new. The State examination law has been in existence for several years, but with inadequate means for executing it. Under the new policy it can receive the attention it merits. Since, on the one hand, all the towns and cities now have superintendents of schools, whose most impor-

tant duty is to find out and nominate competent teachers, and the normal schools and colleges, on the other hand, are furnishing candidates for teachers' positions in rapidly increasing numbers, the conditions are opportune for making a beginning with a long-postponed duty. The Massachusetts ideal is a system of State licensing whose standards shall be above those of the normal schools and the colleges, — not unlike that which in Germany, France and other European countries comes after the prolonged and thorough training of teachers there given, — and whose effect shall be to stimulate ambition and study in teachers who are already in the service. The system implies, for the present, a voluntary basis, since its standards are higher than could be maintained on a compulsory basis. It does not require the teacher to hold a State license, or the school committee to demand it. It presumes, however, that, if a trustworthy eligible list of holders of State certificates is at the disposal of the school committee and superintendents, it is believed that it will aid them materially in serving the interests of the schools.

Teachers will naturally desire to know in advance what they are expected to do, if they become candidates for the State certificates; and this requires the settlement of several preliminaries before any full announcement of plans can be made to the public. At the outset, it is not probable that many teachers will present themselves for examination; but preliminary arrangements for a small number involve as much labor as those for a large number; and the same is true of nearly all the details of a State examination, except that the work of examining the papers, records, personality and teaching of candidates will depend, of course, on the number examined.

The inspection of the State normal schools in the large and thorough way that is now intended is also an entirely new field of work. The great extent of the normal school system; the large number of teachers connected with it; the magnitude of the appropriations for its maintenance; the extreme individualism of each school, that, while exceedingly valuable for many purposes, naturally leads to a certain unevenness in policies and scales of expenditure; the importance of keeping the Board advised as to the strength and the weakness of the system as a whole, as well as to the best ways of promoting such strength

and reducing such weakness, — all this means an amount of work that may well engage the full time and energy of the accomplished agent selected by the Board to do it. In the appointment of such an officer, the Board follows the example of several States that have deemed it their duty to appoint a similar officer. The plan does not mean that the Board lacks confidence in the normal system. On the contrary, the reports of the Board indicate that its conviction of the general efficiency of the normal schools was never stronger. But it is important that the Board should know the normal school system as a whole to an extent of thoroughness and detail not permissible under existing conditions.

For reports of agents of the Board, covering their work for the year, reference should be made to the Appendix.

PRIVATE SCHOOLS.

The Private School Movement for Ten Years. — The following table gives private school data for ten years. The sharp breaks in the table in passing from 1894 to 1895 are due to a stricter definition of the academy, and to the exclusion from the table of certain classes of schools that did not properly belong to it.

Table showing the private school movement for the past ten years.

YEARS.	Number of academies (chiefly incorporated).	Number of academy pupils.	Number of other private schools.	Number of pupils in these other private schools.	Total number of private schools.	Total number of private school pupils.	Total number of public and private school pupils.	Ratio of private school pupils to all the pupils in the State.
1893, . . .	94	17,359	350	44,991	444	62,340	454,085	1 to 7.2
1894, . . .	99	17,844	359	48,319	458	66,163	466,772	1 to 7.0
1895, . . .	59	5,484	341	59,204	400	64,688	477,641	1 to 7.4
1896, . . .	52	5,994	359	61,090	411	67,084	491,437	1 to 7.3
1897, . . .	53	5,418	365	63,370	418	68,788	508,155	1 to 7.4
1898, . . .	55	5,817	363	67,653	418	73,470	529,611	1 to 7.2
1899, . . .	56	5,523	368	65,937	424	71,460	543,437	1 to 7.6
1900, . . .	53	6,090	366	73,205	419	79,205	554,096	1 to 7.0
1901, . . .	52	7,146	349	75,179	401	82,325	550,513	1 to 6.7
1902, . . .	46	6,877	352	80,460	398	87,377	561,571	1 to 6.4

The ratio of the number of private school pupils to the entire number of public and private school pupils has risen somewhat, it being now 1 to 6.4, as against 1 to 6.7 a year ago; or 15.5 per cent. of the total school enrolment, as against 15 per cent. a year ago. The statistics of private schools, while they may be trusted as tolerable approximations to the facts, are less complete and accurate than those of the public schools.

In connection with other statistics, however, they apparently support these conclusions: —

1. That the enrolment for incorporated academies is nearly stationary, the average enrolment for the past eight years having been 6,044, which is 560 more than that at the beginning of the period and 833 less than that at the end.

2. That both for the past year and for the full period of their existence the parochial schools have shown large gains in enrolment.

3. That other private schools, outside of the incorporated academies and parochial schools, have simply held their own with the increase in population.

4. That, outside of the parochial schools, the private schools of Massachusetts are both relatively and absolutely less numerously attended than seventy years ago; although, since many of them are survivors in the competition with improving public schools, they are, on the whole, much superior to those of seventy years ago.

5. That, in the presence of the foregoing data relative to private schools, the gain in the average membership and the average attendance of the public schools for the past decade has been conspicuously larger than the gain in population. This gain has been made, too, in spite of a relatively reducing enrolment, — a fact that makes the gain more remarkable and gratifying still. Here are the figures: —

YEAR.	Population.	Enrolment.	Average membership.	Average attendance.
1891-1892,	2,238,943	383,217	313,214	283,648
1901-1902,	2,805,346	474,238	415,533	380,026
Per cent. of increase, . .	25	23	33	34

The figures compared are those for the closing years of the two decades taken. Should the comparison be made between the data for the first year and those for the last year of the latest decade, the percentages of increase in the average membership and the average attendance would be 30 and 31 respectively, the percentages for enrolment falling to 22. Such gains in actual attendance upon the public schools for nine years, being so much in excess of the gain in population for ten years, are overwhelming evidence that the public schools for the last decade have more than held their own in the patronage and esteem of the people.

The falling off in enrolment merits explanation. It is due in part to greater care in gathering the statistics, the recent general adoption of a uniform school year for enrolment and attendance data reducing, if not altogether banishing, the double enrolment that vitiated earlier data. It probably is also beginning to reflect the fact that families are diminishing in size, since the United States census shows that the number of school children between five and eighteen years of age in 1,000 of the population was 313 in 1870, and 30 less, or 283, in 1900.

Parochial Schools. — Three fourths of the private school pupils in the State are in the Catholic parochial schools. These are distributed among three dioceses, namely : —

1. The diocese of Springfield, including central and western Massachusetts.

2. The diocese of Providence, including southeastern Massachusetts, with the State of Rhode Island.

3. The archdiocese of Boston, including the counties of Essex, Middlesex, Suffolk, Norfolk and Plymouth (excepting the towns of Marion, Mattapoisett and Wareham).

The schools of the archdiocese of Boston are under the supervision of Rev. Louis S. Walsh. Through his care and courtesy the statistics furnished the office relative to the archdiocese of Boston are more complete than those of the diocese of Springfield and the diocese of Providence. A full list of these schools, with their classification, their attendance data, the parishes to which they severally belong and the communities that supply them with teachers, was given in the sixty-fifth report. To that list there have since been added the following schools : —

1. St. Mary's school, in St. Mary's parish, Charlestown, taught by the Sisters of St. Joseph.

2. St. Anthony's school (Italian), in St. Leonard's parish, Boston, taught by the Franciscan Sisters.

3. St. Charles Borromeo's school (Italian), in Sacred Heart (Italian) parish, Boston, taught by the Sisters of Sacred Heart.

4. Sacred Heart school, in Sacred Heart parish, East Cambridge, taught by the Sisters of St. Joseph.

5. St. Anthony's school, Mission of St. Mary's parish, Lynn, taught by the Sisters of Notre Dame.

6. Sacred Heart school, in Sacred Heart parish, Lynn, taught by the Sisters of Notre Dame.

7. Sacred Heart school, in Sacred Heart (French) parish, Brockton, taught by the Sisters of Assumption.

One school, St. Mary's in Franklin, is closed temporarily.

The increase, therefore, is 7 new schools, 3 new teaching communities and nearly 3,000 pupils.

The number of boys in the schools of the 68 parishes of the archdiocese at the beginning of the school year of 1902-1903 was 19,311, as against 17,167 for 1901-1902 and 16,270 for 1900-1901; and the number of girls was 25,227, as against 23,106 for 1901-1902 and 21,919 for 1900-1901. The total for 1902-1903 was 44,538, as against 40,273 for 1901-1902 and 38,189 for 1900-1901. The opening of the 7 new schools just mentioned has led to the withdrawal of a large number of children from the public schools. The number of children in the parochial schools of the rest of the State is estimated by Rev. Mr. Walsh to be 26,500. The number of parochial school pupils in the State, according to the foregoing figures, is 71,038, as against 65,214 for 1901-1902 and 61,570 for 1900-1901.

In the sixty-fifth report of the Board interesting statistics of the parochial schools in the archdiocese of Boston are given for 1900-1901, — the first full data ever furnished the Board. From this report it appears that for the year mentioned the number of schools reported for the 68 parishes of the archdiocese of Boston was 258, of which 35 were high schools, 10 for boys and 25 for girls; 97 were grammar schools, 42 for boys and 55 for girls; and 126 were primary schools, 61 for boys and 65 for girls. The distribution of pupils among these

schools was as follows: high schools, 650; grammar schools, 12,063; and primary schools, 25,476. The teachers of these schools numbered 786, of whom 80 were men and 706 were women. With the exception of 47 laymen and laywomen, the teachers represented 21 religious communities.

From the year 1900–1901 to the year 1902–1903 the number of teachers increased from 786 to 904, in order to provide for the increase in the number of pupils from 38,189 to 44,538. The number of pupils per teacher in the archdiocese, according to these figures, is now 49. It is presumed that the number of pupils, 44,538, represents the enrolment. Dividing the enrolment of the public schools, 474,238, by the number of public school teachers, 12,893, the average number of pupils per teacher is 37. Both in public and private schools the number of pupils per teacher is best determined by dividing the average membership by the number of teachers. This gives 32 pupils per teacher in the public schools. The result for the parochial schools is not known, since their average membership is not stated.

Instruction in the Parochial Schools.—The subjects taught in the parochial schools include those prescribed by law, and substantially the same permissive subjects as are generally taught in the public schools. In addition, there is religious instruction according to the tenets and ideals of the church that maintains the schools.

An interesting event in the history of the parochial schools for the year was a competitive examination for medals and scholarships, open to all the schools of the archdiocese of Boston. The prizes were nine scholarships in higher institutions, one of them for the entire course in Boston College. These scholarships were awarded to pupils in the grammar school department who ranked highest in the following subjects: (1) Christian doctrine (30 points); (2) language, including grammar, composition and spelling (25 points); (3) arithmetic (25 points); (4) American history and geography (20 points). Two gold medals, one for boys and one for girls, were offered for the best written examinations in the high school department on Christian doctrine. The scholarships were offered by Boston College and several of the communi-

ties, the gold medals by the archbishop. The examination extended through four Saturdays, from May 17 to June 7, 1902. The papers set in language, arithmetic, history and geography, were, in the main, such papers as are or might be set for the public schools. Occasionally a question dealt with topics of special interest to Catholics, as, for example, the tenth question of the history and geography paper, which called for the first Catholic settlement in New England, all the bishops of the archdiocese, the Catholic population of the archdiocese, and the number of children in its schools and the motto on the seal of the archbishop. The ninth question of the language paper unites a language exercise with one on conduct, since it calls for the rules of behavior on the part of children when passing a church, meeting a teacher in the schoolroom in the morning, meeting a priest on the street, asking anything at home or elsewhere, answering "yes" or "no" to a lady or a gentleman, or coming into the presence of superiors and aged people.

The two papers on Christian doctrine set for the examination, one for high school and the other for grammar school competitors, suggest the instruction on which they must rest as a basis, and mark, in particular, the difference between the spirit and aims of the parochial system and those of the public school system. The grammar school paper asks questions upon the Apostles' creed and the doctrinal significance of its terms and language, and calls, in conclusion, for a short composition on the "holy crucifix," to be in part descriptive and in part doctrinal, and to use in so doing the ideas involved in the two words *suffered* and *died*. The high school paper contains questions, with frequent calls for examples and illustrations, on the "sign of the cross;" a "mystery of faith;" "acts of faith, hope and charity;" the fourth commandment; a sacrament; the four ends of the "holy sacrifice of Mass;" the different kinds of contrition; indulgence and its various kinds; the marks and attributes of the church; the Lord's prayer; corporal and spiritual works of mercy; the meaning of the various festivals of Annunciation, Christmas, Good Friday, Easter, Pentecost, Ascension, Immaculate Conception, All Saints and Exaltation of the Holy Cross; and the occasions, methods and

reasons for genuflections in the church and for bowing at the name of Jesus.

Thirty schools of the grammar school department were represented in the examination by 42 boys and 103 girls, all but one taking the four examinations. Seventeen schools in the high school department were represented by 8 boys and 54 girls.

The supervisor's report on the results of the examination commends the high school work in Christian doctrine as being very good and in some instances excellent; and the grammar school work as being very satisfactory, with the qualification that "the exact distinction between word and doctrinal meaning and the method of illustrating or exemplifying a definition need some attention." The test in arithmetic proved to be the severest, and "the need of constant practical review work seemed to be clearly shown." "The order, neatness, care, good penmanship and personal methodical habits were remarkably good in many schools." The supervisor concludes that "the papers, on the whole, show good school work, could without fear be put before any reasonable judges for comparison, are a credit to the schools, and conform to the best State standards."

MISCELLANEOUS.

Vacation Schools.—In 1899 the Legislature authorized the school committee of any city or town to establish and maintain vacation schools. Such schools in some of the cities had previously been carried on by private citizens. They were especially adapted to the needs of congested portions of our larger municipalities. It was important to reduce the street life of children, to check in them habits of idleness and especially of lawlessness, and, in general, to counteract certain evils incident to the unrestrained life of a long summer vacation in a crowded environment.

But mischief is simply action out of place, — action misdirected, action running wild, and so, at times, running wrong, action responding to the first suggestions at hand, and therefore bad if they are bad. The problem is to fill the children's minds with good suggestions, and so shut out the bad. Now, a good vacation school has exceptionally fine opportunities for doing this particular service for the child. These opportunities are

found in its industrial occupations, in its informal and stimulating academic exercises, in its outdoor investigations, excursions and games, in its independence of the necessarily stricter régime that must be respected by the schools in term time, and in its consequent freedom to test new ideas in its novel educational field. This new type of school has as ardent friends among the parents and children who use it as among those who have favored its addition to the school system.

For the summer of 1901 the following vacation schools were returned as supported at public expense : —

	NUMBER OF —			Average length of schooling.	Total expenditure for support of schools.
	Schools.	Teachers.	Pupils.		
Boston,	4	52	2,578	1-10	\$4,092 19
Brookline,	2	9	418	1-8	998 88
Cambridge,	7	21	1,059	1-10	1,885 48
Hyde Park,	2	2	112	1-11	321 27
Lowell,	4	13	913	1-10	1,371 81
Somerville,	1	8	375	1-5	504 00
Woburn,	1	4	534	—	993 07
Totals,	21	109	5,989	—	\$10,166 90

For the summer of 1902 it is probable that the number of vacation schools was considerably larger, but complete returns from them have not yet been received.

Lantern or Porte-Lumière Slides for the Schools. — The Legislature has recently considered the subject of the State's loaning slides to the public schools for the illustration of history, geography and other subjects. If the policy is limited to the furnishing of slides, the towns and cities furnishing their own lanterns, porte-lumières, etc., as they ought, the office can readily keep 30 or 40 sets in constant circulation. Such a collection, 100 slides to the set, would cost from \$1,200 to \$1,800. The sets should be arranged by themes, and be selected primarily for service in actual instruction, rather than

for mere entertainment as pictures. The fitting up of a *portelumière* is entirely feasible for any schoolroom that admits sunlight, and is comparatively inexpensive. It furnishes a superb method of illustration when the sun shines. Slides are expensive, and beyond the ability of many towns to purchase in satisfactory quantity. If purchased by the State and loaned on application, they would go far to encourage valuable illustrative work in many themes. An agent for visual instruction, as proposed to the Legislature of 1902, would not be immediately necessary under the suggestion now made, since it proposes that whatever money may be appropriated shall all go for slides. The office has kept one set of slides in the field, in a tentative way, for some four years, with great satisfaction to the schools that have used them.

A Larger Edition of the Annual Report needed. — The present edition of the annual report is 5,000. Most of this edition is exhausted by the distribution required by law. Previous to 1898 the law required that 1 copy should be sent to the school committee, to be preserved in its files, and 2 copies in addition. The law thus recognized the importance of furnishing copies for individual use as well as for official preservation. It was not possible, however, to comply with this law, on account of the smallness of the edition. Since 1898 the law has not specified the number for each school committee. The supply permits at present only 2 copies, or enough for 706 members. Since there are 1,700 members in all, at least 1,000 are not supplied. To supply each member with a copy and the committee with a copy for its library would require an increase in the edition of 1,350. The additional cost for such an increase would be about \$750. There are no persons in the Commonwealth to whom the reports of the Board can render a greater service in the way of information and guidance than members of school committees.

Principles that should underlie the Distribution of Certain State Moneys to the Schools. — Some towns have a difficulty in raising adequate sums of money for their schools because of their low property basis for each child to be educated. And the more children such towns have to school, the more heavily their school burdens press upon them. Other towns have

special difficulties because their population is so small and scattered that the children cannot be schooled economically. Moreover, it seems to be conceded that two towns may have equal property bases per child, and yet the smaller have the greater difficulty in raising money for school purposes. The smaller is more likely to be a farming town, the larger a manufacturing or commercial town.

If, then, a sum of money like the income of the school fund, or a larger sum, such as might come either from a special State tax on the property of the towns and cities or from a direct appropriation from the State treasury, is to be distributed among the towns for school purposes, the distribution would be likely to have as sound a basis as is practicable, if it should respect such principles as the following: —

1. The lower the property basis back of each child to be schooled, the larger should be the State allowance for the schooling of such child.

2. The larger the number of children to be schooled in a town, the larger the aggregate allowance for such town.

These two principles of distribution would suffice, were it not for the special small town burdens just mentioned. A third principle needs, therefore, to be adopted: —

3. Whatever the sum of money to be distributed, let it be divided into two portions, the first portion to be considerably the larger and to be distributed under the two principles just stated, the second and smaller portion to be distributed to those smaller towns whose allowances under the first two principles are inadequate, and on the theory that allowances under the third principle should be the larger, the smaller the number of school children and the greater the consequent inconvenience and expense of schooling them.

The first two principles respect differences in the property bases behind the children and in the numbers of children to be schooled. The third principle ignores property bases, but respects disadvantages that are special to thin and widely dispersed populations.

If, however, small and widely scattered school populations are held to justify special additions to such small allowances as might be awarded to them under the first two principles, then, conversely, large and compact school populations might be

held to justify special reductions in such large allowances as might be awarded to them under the same two principles. Should this converse view be deemed a tenable one, these larger allowances might be scaled in some systematic way. And if so, why might not the reductions thus made at the upper end of an aided list contribute to or even fully make good the additions proposed for the lower end? Indeed, it might prove feasible, instead of dividing the total sum to be distributed into two portions, the first to be distributed under the first two principles and the second under the third principle, to distribute the entire sum under the first two principles and then to rely for such further sum as might be needed upon the scaling of the larger allowances in favor of the smaller.

The principles here stated are applicable to the distribution of the school fund income or of any portion of it, or of any larger sum than such income. If only the present school fund towns are to be considered, it would be over-generous and, therefore, injudicious, to let them have all of this income. If the application of these principles to the distribution of the school fund income should give some of the present school fund towns much larger sums than they now receive, it would be because their low relative valuations, their persistently high tax rates, their specially heavy taxes for schools and the relatively small amounts per child yielded by strenuous local efforts to the contrary demonstrate their need of such larger sums. And if the application of these principles should give to other towns smaller sums than they now receive, it would be because their high relative valuations, their persistently low tax rates, their specially low taxes for schools and the relatively large amounts per child yielded by their easy local efforts are abundant justification of such smaller sums.

In determining the count of children, the average membership should be used. It would simplify computations, without involving a serious departure from the theory of distribution enunciated, if relative valuations per child should be reckoned to the nearest hundred dollars, and if the numbers of children in the average membership should be reckoned to the nearest fifty, or, perhaps, to the nearest hundred.

The application of the foregoing rule would do away with anomalies like these:—

1. Equal assistance to towns of equal valuation, although some of these towns have twice as many children to school as the rest.

2. Larger assistance to towns the ratio of whose school tax to the total tax is the larger, in spite of the fact that such larger ratio is as often due to a meagre total tax as to a generous school tax, — a principle that puts a premium on parsimony. Under this principle, towns raising, say, \$20 on a thousand for all purposes and expending \$6 thereof for schools receive less than towns raising only \$8 for all purposes and expending \$3 thereof for schools, since, forsooth, \$3 is a larger fraction of \$8 than \$6 is of \$20! And often these heavily taxed towns, whose allowances are lessened because of their lower ratio, have more children to school than lightly taxed towns, whose allowances are increased because of their higher ratio.

3. The assistance of towns whose relative wealth per child is greater than the State average by towns whose relative wealth is less, — the poorer towns helping the richer.

4. The undue assistance of towns that do not sufficiently help themselves, and the scant assistance of towns that need to be helped much more than they now are.

Numerous illustrations under each of the above heads abound. Doubtless they are more numerous and conspicuous now than when the school fund law in its present shape was first framed.

School Savings Banks. — School savings banks were started in this country some eighteen years ago, through the public school spirit and influence of Mr. J. H. Thiry of Long Island City, N. Y. Jan. 1, 1902, there were 3,669 school banks in 1,479 schoolhouses of 118 towns and cities in 24 States. Of the 370,475 pupils now enrolled in these schools, 166,578 are depositors. The total sum thus far deposited from the beginning amounts to \$1,309,611, of which \$869,878.48 has been withdrawn, leaving \$439,732.52 to the credit of the children.

The school savings banks in Massachusetts, according to Mr. Thiry, are the following: —

	Number of banks.	PRESENT NUMBER OF SCHOLARS —		AMOUNT —		
		On register.	As de- positors.	Collected.	Withdrawn.	Due depositors.
Brockton, . . .	15	700	464	\$13,039 82	\$9,936 22	\$3,103 60
Westborough, . .	16	689	306	8,531 36	3,765 87	4,765 49
Newton, . . .	8	1,886	1,000	8,575 00	7,845 00	730 00
Springfield, . .	183	1,500	350	25,865 56	22,265 56	3,600 00
Lynn, . . .	49	10,161	3,500	45,867 65	43,139 39	2,728 26
Fitchburg, . . .	64	3,912	800	1,704 55	810 10	894 45
Milton, . . .	8	1,384	450	1,056 65	556 65	500 00
Bridgewater, . .	10	791	297	501 95	300 00	201 95
Lee, . . .	11	483	266	1,471 27	1,112 38	358 89
Pittsfield, . . .	1	519	104	65 63	31 80	33 83
Marlborough, . .	1	2,320	1,510	1,150 33	100 00	1,050 33
Totals, . . .	371	24,345	9,047	\$107,829 77	\$89,862 97	\$17,966 80

Lessons of thrift, economy, providence, attention to business details may be admirably taught through the agency of these banks. Moreover, there are certain bad habits that the school savings bank antagonizes, like expenditures for needless or harmful things. It has been found an effective weapon, for instance, against the use of pickles, candies and cigarettes. It sets young people to thinking and planning for the future.

In the administration of the system the co-operation of the local savings bank may be counted on. Once organized, the work thereafter involved is easily and rapidly done. The fundamental idea is in close sympathy with the manual training idea,—the idea of giving the child a larger arena for the intelligent and stimulating exercise of his executive and productive capacity.

Fair Dealing with the State. — The school requirements of the State are made for the general welfare; it is not strange, therefore, that they should transcend the ability of some of the towns to meet them. Hence the State's duty to lend these towns a helping hand. Such aid is not charity; it is simply a local provision by the State for a certain excess of local school obligation which its legislation has created. The State usually specifies the purposes for which its grants of money are meant.

Certain conditions it requires the State Board of Education to approve. Both in its grants and in the safeguards that accompany them the State is most considerate; and the towns generally appreciate this spirit, and are ready to match it with equal consideration. In this mutual attitude there would doubtless be no break, if in every town the best sentiment and highest capacity of its citizens were always duly represented in and by its officials. As a matter of fact, however, there are occasional practices in connection with grants of aid by the State that can scarcely be called fair dealing with the State. To whatever cause these questionable practices were originally due, whether to inexperience or indifference or intention, they have become fixed by custom, and a certain inertia needs to be overcome to reform them. Consider, for example, the disposition that is sometimes made of the sum of \$500 granted to each superintendency union for the salaries of its teachers. To add this sum to the State's contribution of \$750 towards the superintendent's salary, making such contribution \$1,250, and leaving the union only \$250 of the salary to raise and pay instead of \$750 does not seem to be right. There are unions, however, that not only raise all the school money the law requires them to raise for the superintendent's salary and for general school purposes, but they also raise \$500 or more in addition, of which additional sum the teachers receive the benefit; so that, whatever method of handling the State's payment of \$1,250 such unions adopt, there is no evasion of any requirement of the law.

Again, the State is interested that the school moneys, local and State, shall be used to the best educational advantage; and therefore requires the towns to appoint superintendents of schools, presumably trained and competent persons, to see to it that such moneys shall be used effectively in the schooling of the children. Is it fair dealing with the State to neglect or evade its requirement that such superintendents shall be appointed?

Again, the school fund money is not always used as the law directs. The chief cause of such misuse lies in the failure to keep a separate account with the school fund money. Seventy towns reported last year that they kept no such account. This failure is more or less bound up with the failure of the school

committee to exercise that control of the school fund money which has been assigned to it by law. This money is frequently added to the general school appropriation, and school bills are paid out of the aggregate. There is nothing to indicate whether they are paid out of the school fund money or out of the local school appropriation. But if at the end of the year there is an unexpended balance, as there frequently is, and such balance goes back into the treasury to be reappropriated for other town purposes than those of the schools, is there any of the school fund money that goes with it? If so, is such disposition of the money defensible? “But the school fund money is used first, and the unexpended balance contains only the local money,” it is sometimes said. There is nothing, however, to show this, since the school committee does not say what bills shall be paid out of the school fund money, and the treasurer keeps no separate account with it. It does not matter that in some of these seventy towns there are no unexpended balances at the end of the year, since there is always the possibility of such balances, and, therefore, of their containing school fund money.

The duty of the school committee here is clearly indicated by law, — it is to use the school fund money for the support of the schools, and for that purpose only; to insist, therefore, that a special account be kept with such money; to decide what bills for support shall be paid out of this account; to guard unexpended balances against diversion from their purpose; and, in general, to see to it that the Commonwealth's intention in establishing its generous school fund is sacredly respected. In the case of a derelict school committee, the town authorities have a duty to discharge. In the exercise of their auditing power, let them require, as they ought, a separate account to be kept with the school fund money; then let them decline, as they ought, to have any bills paid from this account, except such as are made specifically chargeable to it by the school committee. The need of money for the schools will in time lead the school committee to decide what bills shall be met from the school fund account and what from the local appropriation.

The Pressure of the Aggregate. — Each of the subjects taught in school has its special friends and advocates, — persons who

would have the schools give more attention than they now do to drawing, to music, to nature study, to manual work, or to whatever they deem of special importance. Special organizations abound for the promotion of instruction in these branches, — associations of teachers of physics, of chemistry, of geography, of English, of modern languages, and the like. A subject is necessarily larger to the specialist who studies it than to the public in general. This growing knowledge and enthusiasm of the specialist has its admirable aspects. It enables him to set the student's face towards important but distant goals that are invisible to the teacher less fully equipped. But too often it means a striving for a larger apportionment of time for the subject. And when to this pressure from a single interest there are added pressures from numerous other interests, the aggregate becomes formidable and oppressive, — far beyond the capacity of the schools to endure. And so it becomes the school committee, the superintendent, the principals of schools, while approving the zeal and progressive spirit shown in behalf of these several interests and the higher scholarship it all means for the service of the schools, to resist a certain pressure that comes from their aggregate. Is it not a fine thing for the schools — all, in short, that the schools can reasonably ask for — that within the present apportionments of times for their several subjects of study a higher scholarship and a broader outlook are becoming available? The offering of electives permits, indeed, a certain deference to these growing demands for more time; but electives are generally feasible only in the higher grades and in the larger schools. Even where they are feasible, they still fail to satisfy the pressure of the aggregate. And it does not ease the situation for the friends of music to suggest less time for drawing, or for the friends of both to suggest less time for nature study, or for the friends of all three to suggest less time for history or geography. The great lesson that comes to us from the pressure of the aggregate is that the only safe way to meet it is to give the child precedence over the subject to be taught. If the subject is to determine the limits beyond which pressure shall cease, there is no telling where those limits will fall; if the child is to determine the limits, then they must come within his endurance and welfare.

The Pressure of Inadequate Preparation.—Numerous and exacting as are the demands of the modern school upon the teacher, they are well met by the teacher of native aptitude and adequate training. How hard it is, for example, to guide children in the observation and study of plants if the teacher knows nothing about them! How easy and delightful if the teacher understands them! Teachers adjusted to the simpler and narrower methods of their younger days are heavily burdened when in their older days they have to take up unaccustomed things. So, too, in general, teachers that venture into the modern school without special preparation for its work are likely to have trying experiences before they rise to the magnitude of their task. Whatever sympathy may be felt for the veteran teacher to whom novel duties are a discomfort or pain, the young teacher is estopped from complaining of burdens that are due to his own lack of academic and professional training. Here is a pressure upon the teacher that, in the nature of the case, must diminish as the veterans gradually retire from the service, and that can be avoided thereafter if carefully selected teachers are appointed for their successors.

The Pressure of the Irresponsible.—The pressure of the aggregate is largely a pressure from irresponsible persons,—that is, from persons who are not charged with the direct and immediate management of school affairs. Such persons are responsible, indeed, in a general way as citizens, but not in the special way in which members of a school committee are responsible. They are usually worthy people who want to improve the schools and to work with the school authorities for the purpose. They are potent factors in shaping and toning public opinion. Less hampered than the school authorities by adverse and stubborn facts that have to be reckoned with, their suggestions often have a freedom and a sweep exhilarating to note but hard to put into practice. “No teacher should have more than twenty-five pupils,” they urge. “There should be special rooms and teachers for backward children.” “The kindergarten should be generally adopted.” “School children should be medically inspected.” “More should be made of the manual training idea.” “School decoration should be encouraged.” “School gardening deserves a place in the

school curriculum." "There is a field for the school museum." "School sanitation is of supreme importance." "School discipline should be so administered as to promote good citizenship, genuine patriotism, the enlargement and refinement of the social spirit, higher standards of life." "Vacation schools are needed in congested districts." And so on through a long list of plans and propositions, a few of them visionary, many of them admirable and some of them imperative. These ideas are not to be summarily disposed of as the frills and fads of education. There can scarcely be a more unintelligent begging of the question than the application of such epithets to so sensible and hopeful things, for example, as are involved in the kindergarten, the manual training and the laboratory movements of the times. Large numbers of these propositions merit, therefore, not simply consideration by the school committee, but positive recognition in the administration of the schools. But it is the duty of citizens to reflect what it means for the school committee to bear the brunt of all these propositions. Let it sympathize never so heartily with each of them as separately presented and defended, it cannot handle them all at once. Indeed, it cannot even patiently listen to them all without seriously reducing that time and energy which it must have to act upon some of them. Call it the pressure of measures or the pressure of persons, the school committee must stand between the aggregate of this pressure and another aggregate, — that of opposing school conditions, of difficulties in raising money, of a public opinion untrained to advanced ideas, and, in general, of that conservatism that vast systems tend to develop and strengthen.

What should be the attitude of the friends of the public schools towards these innumerable suggestions for their welfare? First of all, they should rejoice that so many thoughtful people are alive to the importance of making the schooling of the children more natural, sensible and effective, if possible, than it has been in the past. This striving for better things means growth and life for the school system; it is immeasurably superior to that indifference to better things which means stagnation and decay. On the other hand, a school committee can advance but one or two steps at a time; and it cannot do this usually without the supporting power of a vigorous public

opinion. And so there stands out the duty of concentrating effort on selected measures for school improvement; and with it the duty of waiving certain measures until more opportune times; and finally the duty of bearing patiently with the school committee whose task of carrying out a progressive policy is as liable to be impeded by the aggregate of good things it is urged to do as by the aggregate of resistances it is forced to encounter.

Meanwhile, let it not be forgotten that, so far as the public school is provided with strong teachers, its great work is going on effectively, notwithstanding visions of a greater work that is possible.

Without the competent teacher, many of the new things done for the welfare of the schools are likely to be disappointing. With the competent teacher, such new things as may be added to or substituted for the old are more likely to tell effectively for such welfare. Hence the policy of the State in fostering its normal schools, on the one hand, and the appointment of superintendents of schools, on the other; the former to train teachers for their work, and the latter not only to guide teachers in the service to higher accomplishment, but to choose new teachers of indisputable capacity. The State examination and certification of teachers, for which at length adequate provisions are beginning to be made, is designed to encourage still higher proficiency in the teacher. It should not be overlooked that the most important element in the teacher's qualifications is not to be found in academic scholarship, essential as this is, nor in the power to hold a school in order, essential also as this is, but in the rarer and finer power of leading the child to act judiciously, earnestly and advantageously for himself in the enlargement of his executive and productive capacity, in the acquisition of knowledge and particularly of those larger underlying principles that enable him to classify and utilize knowledge, in the cultivation of a sturdy civic spirit, and in the building up of a well-rounded and admirable character.

FRANK A. HILL,

Secretary of the Board.

FINANCIAL STATEMENTS.

MASSACHUSETTS SCHOOL FUND, 1902.

REPORT OF THE COMMISSIONERS.

TREASURY DEPARTMENT, BOSTON, Jan. 15, 1903.

HON. JAMES J. MYERS, *Speaker of the House of Representatives.*

SIR : — Under the provisions of section 3 of chapter 41 of the Revised Laws, requiring the commissioners in charge of the Massachusetts school fund to report annually the condition and income of the fund, the undersigned respectfully submit the following : —

Amount of the fund Jan. 1, 1902,	\$4,470,548 14
Increase of the fund during the year, under the provisions of chapter 90, Resolves of 1894,	100,000 00
Amount of the fund Dec. 31, 1902,	\$4,570,548 14

Of this amount, \$1,208,188.43 was in cash uninvested.*

The following table shows the amount of the principal of the Massachusetts school fund at the close of business, Decem-

* The schedule of securities is omitted, since it is nearly the same as that published in the sixty-fourth report of the Board. The bonds of the Boston & Albany Railroad to the amount of \$1,500,000 are dropped from the list because of their payment. Since the report of the commissioners much of the uninvested cash has been reinvested, the Legislature having appropriated \$50,000 to pay for the necessary premiums on the securities purchased. At the time of the commissioners' report, Jan. 17, 1903, the following summary of details for the school fund was correct : —

Fitchburg Railroad bonds,	\$275,000 00
Bonds and notes of Massachusetts towns,	2,770,859 71
Bristol County notes,	40,000 00
Bonds and notes of Maine, New Hampshire, Connecticut and Rhode Island towns,	276,500 00
Total	\$3,362,359 71

ber 31, from 1891 to 1902 both inclusive, and the annual income for same term, as shown by the books of the Treasurer and Receiver-General.

YEAR.	Principal.	Income.
1891,	\$3,655,761 85	\$138,625 68
1892,	3,655,761 85	167,229 55
1893,	3,670,548 14	167,258 23
1894,	3,770,548 14	167,210 54
1895,	3,870,548 14	172,729 65
1896,	3,970,548 14	175,165 64
1897,	4,070,548 14	189,808 71
1898,	4,170,548 14	204,612 61
1899,	4,270,548 14	208,462 61
1900,	4,370,548 14	213,066 18
1901,	4,470,548 14	366,656 51
1902,	4,570,548 14	220,751 77

FRANK A. HILL,

Secretary of the Board of Education,

EDW. S. BRADFORD,

Treasurer and Receiver-General,

Commissioners of the Massachusetts School Fund.

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION.
APPROPRIATION FOR SUPPORT OF NORMAL SCHOOLS.

CR.

DR.

1902.			1903.		
Expended for Bridgewater Normal School,		\$44,573 00	Appropriation for 1902 (chapter 153, Acts of 1902),		\$261,452 00
Expended for Fitchburg Normal School,		41,019 99	Appropriation for 1902 (chapter 419, Acts of 1902),		1,000 00
Expended for Framingham Normal School,		31,650 25	Received from city of Fitchburg, . .		13,426 28
Expended for Hyannis Normal School,		22,595 75			
Expended for Lowell Normal School,		29,499 09			
Expended for North Adams Normal School,		26,437 90			
Expended for Salem Normal School,		29,124 72			
Expended for Westfield Normal School,		27,600 00			
Expended for Worcester Normal School,		23,374 53			
		<u>\$275,875 23</u>			
		8 05			
		<u>\$275,878 28</u>			<u>\$275,878 28</u>
Balance unexpended,					

Printing,	226 31			
Stationery,	1,535 84			
Apparatus,	409 61			
Books,	1,968 45			
Advertising,	87 64			
Lighting,	978 88			
Ice,	41 98			
Engineer,	750 00			
Telephone,	121 46			
Clerical assistance,	207 60			
Lectures,	489 50			
Typewriter,	90 00			
Balance unexpended,	\$41,019 99	\$41,026 58		\$41,026 58
	6 59			
Framingham Normal School:—				
Salary of principal,	\$3,000 00		Appropriation apportioned by the	
Salaries of assistants,	17,124 32		Board,	\$31,651 00
Janitor service,	527 46			
Repairs and furniture,	2,845 93			
Fuel,	2,167 13			
Printing,	182 73			
Apparatus,	376 79			
Books,	428 48			
Advertising,	27 00			
Stationery,	346 37			
Water,	184 96			
Clerical assistance,	791 96			
Amount carried forward,	\$27,953 13		Amount carried forward,	\$31,651 00

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.

DR. APPROPRIATION FOR SUPPORT OF NORMAL SCHOOLS — Continued. CR.

1902.	Amount brought forward, .	1902.	Amount brought forward, .	1902.
Amount brought forward, .				\$31,651 00
Framingham Normal School — Con.				
Engineers,	\$27,953 13			
Telephone,	2,569 92			
Household arts,	73 95			
Medical examinations,	1,015 92			
Principal's expenses,	10 00			
	27 33			
	\$31,650 25			
Balance unexpended,	75		\$31,651 00	
Hyannis Normal School:—				
Salary of principal,	\$3,000 00		Appropriation apportioned by the	
Salaries of assistants,	10,974 27		Board,	\$22,595 00
Janitor service,	1,599 96		Excess of apportionment,	75
Repairs and furniture,	4,119 08			
Fuel,	839 85			
Apparatus,	687 06			
Stationery,	214 16			
Books,	484 71			
Printing,	363 81			
Telephone,	29 33			
Advertising,	10 65			
Clerical assistance,	51 20			
Lectures,	113 40			
Principal's expenses,	108 22			
			\$22,595 75	\$22,595 75

Lowell Normal School:—					
Salary of principal, .		\$3,000 00		Appropriation apportioned by the	\$29,495 00
Salaries of assistants, .		12,782 08		Board, .	.
Janitor service, .		960 00		Deficiency, .	4 09
Repairs and furniture,		3,092 64			
Fuel, .		907 76			
Engineer, .		840 00			
Advertising, .		26 25			
Books, .		1,028 64			
Apparatus, .		697 60			
Stationery, .		579 96			
Lighting, .		135 21			
Printing, .		120 46			
Water and ice, .		57 78			
Telephone, .		350 11			
Clerical assistance, .		653 00			
Medical examinations, .		142 00			
Lectures and music, .		302 50			
Model and practice school,					
Lowell, .		2,749 92			
Model and practice school, Lawrence, .		1,133 18	\$29,499 09		\$29,499 09
North Adams Normal School:—					
Salary of principal, .		\$3,000 00		Appropriation apportioned by the	\$26,438 00
Salaries of assistants, .		15,911 62		Board, .	.
Janitor service, .		1,250 04			
Repairs and furniture, .		1,490 21			
Fuel, .		1,076 92			
Amount carried forward, .		\$22,728 79		Amount carried forward, .	\$26,438 00

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.

DR. APPROPRIATION FOR SUPPORT OF NORMAL SCHOOLS — Continued. CR.

1902.	1903.	Amount brought forward, .	\$26,438 00
<p><i>Amount brought forward,</i></p> <p>North Adams Normal School — <i>Con.</i></p> <p>Apparatus,</p> <p>Printing,</p> <p>Stationery,</p> <p>Books,</p> <p>Engineer,</p> <p>Lighting,</p> <p>Telephone,</p> <p>Clerical assistance,</p> <p>Medical examinations,</p> <p>Lectures,</p> <p>Balance unexpended,</p> <p>Salem Normal School: —</p> <p>Salary of principal,</p> <p>Salaries of assistants,</p> <p>Janitor service,</p> <p>Repairs and furniture,</p> <p>Fuel,</p> <p>Stationery,</p> <p>Books,</p> <p>Advertising,</p> <p>Apparatus,</p> <p>Fireman,</p> <p>Kindergarten maid,</p>	<p>\$22,728 79</p> <p>649 12</p> <p>216 89</p> <p>298 52</p> <p>952 20</p> <p>850 08</p> <p>152 91</p> <p>101 95</p> <p>346 44</p> <p>88 50</p> <p>53 00</p> <p>\$26,437 90</p> <p>10</p> <p>\$3,000 00</p> <p>16,250 04</p> <p>632 00</p> <p>906 89</p> <p>1,146 76</p> <p>812 81</p> <p>1,018 91</p> <p>21 00</p> <p>654 12</p> <p>600 00</p> <p>112 50</p>	<p>Appropriation apportioned by the Board,</p>	<p>\$26,438 00</p> <p>\$29,125 00</p>

Lighting,	154 96				
Telephone,	67 17				
Clerical assistance,	42 50				
Water,	117 07				
Printing,	571 50				
Engineer,	1,000 00				
Model school,	1,910 00				
Lectures and music,	82 45				
Principal's expenses,	29 04				
	<u>\$29,124 72</u>				
Balance unexpended,	28		\$29,125 00		\$29,125 00
Westfield Normal School:—					
Salary of principal,	\$3,000 00			Appropriation apportioned by the	
Salaries of assistants,	15,020 63			Board,	\$27,600 00
Janitor service,	2,141 28				
Repairs and furniture,	2,979 98				
Fuel,	821 82				
Stationery,	586 69				
Apparatus,	667 93				
Advertising,	21 15				
Books,	539 15				
Printing,	240 30				
Lighting,	111 49				
Water,	138 34				
Lectures and music,	75 00				
Boarding hall,	719 35				
Amount carried forward,	<u>\$27,063 11</u>		Amount carried forward,		\$27,600 00

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.

Dr.

Cr.

APPROPRIATION FOR THE AGENTS OF THE BOARD — Concluded.

1902.	1903.	1904.	Amount brought forward, .	1905.
<i>Amount brought forward,</i>				\$12,750 00
Henry T. Bailey, expenses, .	\$11,245 25			
Walter Sargent, salary, .	476 26			
Walter Sargent, expenses, .	490 00			
	152 18			
	<u>\$12,362 69</u>			
Balance unexpended, .	387 31	\$12,750 00		<u>\$12,750 00</u>

APPROPRIATION FOR AID TO NORMAL PUPILS.

1902.	1903.	1904.	1905.	Appropriation (chapter 153, Acts of 1902),	1906.
<i>Amounts paid :—</i>					\$4,000 00
Lowell school, .	\$610 40				
North Adams school, .	90 90				
Salem school, .	181 81				
Westfield school, .	77 92				
Worcester school, .	38 96				
	103 90				
	168 85				
	662 83				
	64 93				
	<u>\$2,000 00</u>				
Balance unexpended, .	2,000 00	\$4,000 00			<u>\$4,000 00</u>

APPROPRIATION FOR TEACHERS' INSTITUTES.

1902.		1903.	Appropriation (chapter 153, Acts of 1902),	\$2,000 00
	Paid for instructors and expenses of institutes at Amherst, Attleborough, Barnstable, Billerica, Charlemonst, Cohasset, Dana, Haverhill Holden Holyoke Littleton, Norwood, Orange, Shelburne, Williamstburg, Williamstown,			
	Balance unexpended,			
		\$1,698 49 306 51		\$2,000 00
				\$2,000 00

APPROPRIATION FOR SUMMER SCHOOL.

1902.		1903.	Appropriation (chapter 153, Acts of 1902),	\$1,500 00
	Balance unexpended,			
		\$1,500 00		\$1,500 00

APPROPRIATION FOR INCIDENTAL EXPENSES.

1902.		1903.	Appropriation (chapter 153, Acts of 1902),	\$2,000 00
	Stationery,	\$186 66		
	Printing,	532 24		
	Postage,	255 60		
	Expressage,	251 70		
	Clerical assistance,	121 38		
	Books and binding,	148 85		
		\$1,496 43 503 57		\$2,000 00
	Balance unexpended,			\$2,000 00

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION—CONTINUED.

DR. APPROPRIATION FOR TRAVELLING EXPENSES OF MEMBERS OF THE BOARD. CR.

1902.	1902.	1902.	1902.	1902.
June 23, July 19, 20, Dec. 10, 15, 20, 20, 29,	J. D. Miller, E. H. Capen, Geo. H. Conley, Kate Gannett Wells, Geo. I. Aldrich, J. D. Miller, Geo. H. Conley, E. B. Stoddard,	\$59 47 15 51 38 83 56 00 90 40 30 42 59 16 51 30	(chapter 153, Acts of 1902)	\$1,000 00
	Balance unexpended,	\$400 89 599 11		\$1,000 00

APPROPRIATION FOR REGISTERS AND BLANKS.

1902.	1902.	1902.	1902.	1902.
Printing, Expressage, Postage, Balance unexpended,	. . . . . . .	\$824 50 84 33 10 00 \$918 83 281 17	Appropriation (chapter 153, Acts of 1902),	\$1,200 00
				\$1,200 00

APPROPRIATION FOR THE EDUCATION OF DEAF CHILDREN.

1903. Jan. 30,	Amounts paid as follows:— Clarke School: 121 pupils, quarter commencing Jan. 1, 1902,	\$7,393 05	1903.	Appropriation (chapter 153, Acts of 1902),	\$70,000 00
Feb. 6,	Boston School: 38 pupils, one half year,	3,653 00		Deficiency,	2,498 21
Mar. 10,	Horace Mann School: 129 pupils, Feb. 1 to July 1, 1902,	7,400 83			
21,	Transportation to Feb. 15, 1902, American School: 73 pupils, quarter commencing March 1, 1902,	650 44			
Apr. 14,	Sarah Fuller Home: 11 pupils, quarter commencing April 1, 1902,	4,162 50			
15,	Clarke School: 118 pupils, quarter commencing April 1, 1902,	550 00			
June 11,	Boston School: 36 pupils, one half year to June 18, 1902,	7,090 07			
30,	Horace Mann School: Transportation to May 15, 1902, Frank McInerney, Sept. 3, 1901, to April 4, 1902,	3,475 00			
		692 28			
		74 20			
	Amount carried forward,	\$35,141 37		Amount carried forward,	\$72,498 21

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONCLUDED.

DR. APPROPRIATION FOR THE EDUCATION OF DEAF CHILDREN — Concluded. CR.

1902.	<i>Amount brought forward.</i>	\$85,141 87	1903.	<i>Amount brought forward, .</i>	\$72,498 21
July 21,	Amounts paid — <i>Con.</i> American School: 73 pupils, quarter commencing June 1, 1902, Clarke School: 118 pupils, quarter commencing July 1, 1902, Sarah Fuller Home: 12 pupils, quarter ending July 1, 1902, American School: Clothing to July 1, 1902, . . Sarah Fuller Home: 12 pupils, quarter ending Oct. 1, 1902, American School: 66 pupils, quarter beginning Sept. 1, 1902, Clarke School: 123 pupils, quarter commencing Oct. 1, 1902, Perkins Institution: 3 pupils, deaf, dumb and blind, 1 year to Oct. 1, 1902, . .	4,106 25 7,237 50 557 02 522 27 466 28 3,712 50 7,417 14 2,100 00			
Aug. 1,					
15,					
Oct. 20,					
27,					
Nov. 6,					

11, Horace Mann School: 119 pupils, Sept. 1, 1901, to Feb. 1, 1903, . . . Transportation to Oct. 15, 1902, American School: 66 pupils, quarter commencing Dec. 1, 1902, . . .	6,934 16 534 97 3,768 75 -----	\$72,498 21				<u>\$72,498 21</u>
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C. B. TILLINGHAST, Treasurer.

APPENDICES.

APPENDIX A.

REPORT OF JOHN T. PRINCE,
AGENT OF THE BOARD.

REPORT.

To the Board of Education.

With the exception of some inspection of high schools for a special purpose, my work of the past year has been like that of previous years, viz. : —

1. Visiting schools for the purpose of advising school committees and superintendents in matters of organization and teaching.

2. Inspecting the work of teachers supposed to be entitled to extra compensation from the State.

3. Organizing and conducting teachers' institutes.

4. Giving educational addresses upon various occasions.

5. Attending to correspondence and office calls.

While the primary purpose of an agent's visits to the schools is, as indicated above, to advise school committees and superintendents in matters of organization and teaching, there are opportunities in such visits to learn something of the general condition of the schools, and, if the visits cover the same territory at different times, to note certain important changes. It may not be out of place, therefore, for me to refer briefly to some of the changes which have taken place during the past few years. The judgment may not in all cases be a correct one, and yet it will have the merit at least of being based upon actual and specific observations, in contrast with the judgment so frequently expressed by persons who have no actual knowledge of the facts.

GENERAL CONDITION OF THE SCHOOLS.

School Buildings and Equipment. — In previous reports I have referred both in general and in particular to the physical conditions under which the schools are carried on, including the character of the school buildings and equipment. In one

of my earliest reports — that of 1884–85 — I gave in detail a record of my inspection of the schools of 33 towns and cities. From that record it appears that in only 31 out of 256 rooms inspected was the ventilation regarded as good or very good. By the same standard of judgment the improvement in this regard has been most remarkable; so great, in fact, that every schoolroom in some towns may now be said to be fairly well ventilated. This is especially true in towns where most of the school buildings are new. The change for the better has been brought about by various means, viz., the employment of better teachers, the increased number of superintendents of schools, and a quite general compliance with the law authorizing a State inspection of school buildings and requiring all plans for new buildings to be submitted to State inspectors for approval. It should be said, however, that some of the modern plans of ventilation by the gravity system have not been successful, resort being had to open windows for the admission of fresh air. In quite a number of instances I have found good systems to fail on account of the ignorance of the janitor in their management, or by reasons of economy in saving coal. In at least three cases out of five where a separate fire is required to maintain a current of air from the schoolrooms the fire is not provided, and the ventilating duct is therefore practically useless.

What I have said of the improved ventilation of schoolhouses will apply chiefly to the more wealthy towns, in which a superintendent and school committee are alive to the urgency of providing plenty of fresh air for all the schoolrooms. There is another class of towns whose school buildings in relation to ventilation are in the same condition in which they were twenty or forty years ago. Why such towns under the law are allowed to keep children in schoolrooms with practically no ventilation is beyond comprehension. In one town recently visited I found not a single building with any means of ventilation, — not even the oldtime apperture in the ceiling, opening into a closed attic. In one of the schools of this town there was a teacher regularly employed with classes in a small, dark entry, heated by a kerosene stove. I am glad, however, to say that such conditions are the exception. Gradually, under the influ-

ence of superintendents, committees are coming to see the importance of providing fresh air and light for the pupils, not only because such provision is a means of health, but because it is seen to be a measure of economy. What has been said in relation to improved conditions of ventilation is equally true of other features of school buildings, such as the size, heating and lighting of schoolrooms. In all the newer buildings there is little fault to find in respect to any of these features. What is most needed now is a law by which the school authorities will be held to their duty in renovating and changing old buildings in the interests of health to as great a degree as they are now held in building new ones.

In respect to the equipment of school buildings with furniture, blackboards and apparatus, there has been a marked improvement in recent years, even in towns whose schoolrooms are most poorly provided with fresh air and light. Single seats and natural slate blackboards are found in most of the new buildings and in many of the old ones, while the supply of maps, globes and other appliances for busy work is generally quite sufficient. The greatest lack in school equipment is in the supply of proper reference books for pupils of grammar and high schools, and in the apparatus needed for teaching the nature studies and elementary science in elementary grades. Few teachers seem yet to realize the great importance of having the pupils make or provide their own apparatus in such subjects as physics, geography and history.

Schools and Teachers. — In the report above referred to there was given an estimate of the work of teachers in the schools visited. The marks upon the work inspected were made on the same basis as were those upon ventilation, lighting, etc., viz., *very good, good, fair, poor, very poor*. By reducing these estimates to figures, very good being marked 100, good 80, fair 60, poor 40, very poor 20, a table of averages was given extending from 30, the lowest average for a town, to 65, the highest. Comparing these figures with the results of recent inspection, I find a marked difference. In the 48 towns visited for purposes of inspection during the past year, the averages ranged from 46 to 73. In a majority of these towns I saw no teacher whose work I considered poor

or very poor, and in a large number of the towns all of the work observed could be rated as fair or good. This judgment, it will be understood, is the result not of a general impression, but of a definite and careful estimate of the character of the work observed in each room visited. From the impressions thus gained I think I am justified in believing that a substantial advance has been made in the work of the schools during the past twenty years. This judgment does not mean that there are no weak places in the State; it means only that the weak places are fewer in number than they were, and that the weakness is less in degree. So general is this extension of excellence in our schools that we may reasonably believe that the time has arrived for the State to follow its time-honored policy in crystallizing prevailing conditions by establishing by law a minimum of qualifications for all the teachers of the Commonwealth.

Course of Studies. — There have been but few changes in the course of studies within the past ten or fifteen years. The so-called enrichment of the grammar school course has not been adopted to the extent to which a movement in its favor promised a few years ago. The schools in most of the smaller towns and in some of the larger ones limit their courses to subjects that are regarded as “practical” and “essential;” though why some of the features of arithmetic, grammar and geography now taught in many schools are any more practical or essential than the elements of algebra, geometry and a foreign language, it is difficult to see. The introduction of Latin into the grammar school is not favored by some superintendents, and reports seem to show that the teaching of a modern language in the middle and upper grades has not found the favor it deserves.

Elementary science or nature study is placed in a majority of the courses, but great dissatisfaction is expressed with the results attained, especially in places where there is no supervisor of the subject, or where the superintendent is not especially interested in it. As frequently carried on, it is only an added informational subject, having no connection with the life of the pupils and requiring little or no observation.

There is little of manual training in the schools of the smaller

towns, and its adoption in the larger towns is very slow. It is hoped, as soon as the broader idea of utility and culture as expressed in the industrial work done in Hyannis and other places is caught by educational leaders and by the people, that it will have the place it deserves in all grades of schools.

In quite a number of towns the gap between the grammar and high schools is lessened by a partial merging of the eighth and ninth grades with the high school. By this plan there are improved opportunities for departmental instruction, the teachers become better acquainted with the capacity and needs of their pupils, and the preparatory work for college, especially in Latin, is more easily adjusted.

SPECIAL AID TO TEACHERS.

The law relating to the State reimbursement of the advance in salaries of teachers of exceptional ability has been in operation more than six years. The practical working of the law during this time, and especially during the past two years, has been all that the promoters of the law could expect. Indeed, I doubt if an equal sum of money has ever been expended by the State to greater advantage to the schools of country towns than has attended the carrying out of this law. To my personal knowledge, the schools of more than one town have been entirely revolutionized by it. Towns which have heretofore thought themselves unable to pay more than six or seven dollars a week for teachers have been induced by the prospect of securing the desired aid from the State to pay one or two dollars a week more, and thereby have been able to engage the services of graduates of normal schools and of colleges, instead of young and inexperienced teachers. A comparison of the statistics of 1898-99 with those of the past year shows that the number of normal school graduates employed in these specially aided towns during the past three years has just about doubled. There are no statistics to show the extent to which college graduates are employed in these towns under the law, but that many of them are so employed is revealed by our visits of inspection. In a town recently visited I found three college graduates employed under the conditions of the law affording State aid, and all doing good service. It has been a query in

my mind, as I have seen the good effects of the law, whether this form of State aid might not be amended and extended so as to solve in a large degree the problem of a proper adjustment of local and State support of schools. If, for example, this kind of assistance could be based upon the real needs and efforts of the people to help themselves, shown in part by the percentage of valuation paid for the support of schools, and if, further, the special conditions existing in exceptional towns could be considered by a competent Board, great good would be accomplished. I am satisfied that any plan of State aid for the schools or adjustment of taxation for educational purposes which does not include in it a consideration of special cases will not properly equalize the conditions of school maintenance in the Commonwealth.

STATE AID FOR THE PROMOTION OF HIGH SCHOOL INSTRUCTION.

Few educational laws have been enacted causing more genuine interest in good ways than the law relating to high schools which passed the Legislature of 1902. Doubtless some changes will have to be made in the law before it accomplishes all that its promoters hoped for, and yet it has already stimulated towns to increased activity, both in extending the privileges of high school instruction and in improving its character. At least half a dozen towns of my section have been led to materially strengthen their small, one-teacher high schools, in the hope of securing the promised aid of \$300 from the State; while high schools in other towns have revised their courses of study and improved their laboratories so as to meet the requirements needed to receive pupils whose tuition is paid by the State. And in all these efforts I have been glad to see that the towns are actuated quite as much by a pride in securing the State's approval, which will secure for the children the assurance of a good education, as by any monetary consideration.

The increased aid under the law for the reimbursement of high school tuition will doubtless induce the remote country towns to extend the privileges of free transportation of pupils to neighboring high schools. Thus will the way to college,

technical school or normal school, even to its doors, be made so easy that no boy or girl of the Commonwealth need be prevented from entering it for want of proper preparation.

SCHOOL SUPERINTENDENCE.

On the first day of last July the compulsory supervision law of the State went into effect. The day found less than a score of towns not in full enjoyment of the provisions of the law, and the few towns now without superintendents are only waiting for a removal of obstacles hitherto unavoidable. Thus were consummated the hopes and efforts of earnest friends of the schools for more than half a century. It has been a hard contest, but not one that can in any way be regretted, for professional supervision may now be said to be the settled policy of the State. It has come about not by the mandate of any central authority, but by means which Massachusetts has always employed in school legislation, namely, the establishment of a true and extended public sentiment. By slow degrees the people came to see the reasonableness of the claims of professional supervision, and, after seeing the good results of it, were ready to crystallize their opinions first in a permissive and finally in a mandatory law.

It now remains for the Legislature to pass such amendments to the law as will not only enable all the towns of the Commonwealth to form unions, but will also insure efficiency of service in every union formed. To secure the desired certainty and permanence of organization, provision should be made for fixing the boundaries of unions at set times. This may be done directly by the Legislature, as in the formation of representative districts, or by the Board of Education.

In my report two years ago I referred at some length to the possible danger arising from a want of care in selecting union superintendents. The facts there outlined no one conversant with present conditions and practices will deny. For a remedy, I can only repeat what I said in the report alluded to:—

Three ways of meeting possible dangers of unfit appointments of union superintendents have been suggested:—

1. By placing the veto power of a person or board representing the State upon appointments made by school committees.

2. By providing that a person or board representing the State shall make appointments from candidates named by school committees.

3. By placing appointments in the hands of school committees, the candidates to be named by a person or board representing the State.

Fewer difficulties, perhaps, would be met by the last-named plan than by either of the others, and at the same time the protection of local interests would be most fully assured.

THE SUPERINTENDENT AS SUPERVISOR.

In previous reports I have dwelt at length upon the powers and duties of the superintendent of schools, and the way in which those duties should be performed. The subjects treated were the duties of a superintendent as distinguished from those of the school committee, school attendance, the making of a course of studies, the classification and promotion of pupils, electives and departmental instruction. These subjects relate primarily to matters of school organization. I desire in this report to speak in some detail of those other duties of the superintendent which may be classed as supervisory in character, and duties which must be regarded as more important even than those of organization, and, it should be added, more likely to be neglected. One possible reason of the neglect of this part of the superintendent's duties is the fact that they are more professional in character than his other duties, and demand a greater degree of skill in their successful accomplishment. It is comparatively easy for a superintendent to allow his time to be wholly absorbed in matters relating to the course of studies, attendance of pupils, classification and the like, not to speak of the duty of attending to details of repairs, supplies and business accounts, which some superintendents seem willing to assume, and which some committees are only too willing to put upon them.

The duties of a superintendent of schools as supervisor are those of inspecting, examining, advising and directing. As inspector, the superintendent should ascertain, through observation and inquiry: (1) the condition of the buildings and premises, including the outbuildings and the ventilation, heating and lighting of the schoolrooms; (2) the attendance of pupils; (3) the school, including the teacher's personality and method of teaching, and the work done by the pupils.

It is perhaps needless to say that the element of a well-defined purpose is as important in the inspection of schools as it is in teaching. The superintendent who in his visits wanders from school to school with no definite purpose really accomplishes little. He may, by chatting pleasantly with the teachers and pupils, have a happy time and perhaps make himself a welcome visitor, but these ends can be quite as well attained in a wise effort to make the work of the school more effective. This is done by inquiry and observation along definite lines, with such suggestions, directions and advice as will lead both teachers and pupils to work together with a common purpose.

In a given week or month the superintendent may wish to give special attention to a branch of study that is to be treated at the monthly teachers' meeting. At times he may desire especially to follow up certain suggestions he has made either to the teachers together or to a few teachers separately. Again, certain points of observation of use to the school committee at its regular meeting may claim his attention. And in all his visits he should not forget that the conditions of the school require him to bring to it always a spirit of cheer and inspiring enthusiasm. Whenever he finds himself in a despondent state of mind or in a condition of physical discomfort, or in any way unfitted to appreciate the good efforts and intentions of the teachers, he should, if he works at all, perform other duties than those of inspection.

His chief duty as inspector will be of course in relation to the actual work of the school. The following questions should find frequent and definite answers in his mind in respect to every school which he visits. Are the pupils constantly and profitably occupied in their busy work or study? Are the tasks assigned such as keep every pupil at work when not reciting? Is the attention of the pupils in recitation habitually good? Is the teaching such as to lead the pupils to acquire clear ideas of the subject or topic presented? Is the questioning of a kind to lead the pupils to think for themselves and to express themselves in an original way? Is opportunity afforded in the recitation for the pupils to express fully what they have to say of the subject in hand? Is self-reliance en-

couraged in the study as well as recitation of pupils? Is the written language work carefully done, and is it such as to encourage habits of clearness, correctness, force and originality of expression? Are habits of self-control being formed in the life of the school from motives of a regard for the rights and feelings of others? These and other well-defined questions should be constantly asked and answered by the superintendent as he inspects the work of the schools.

As the information thus gained will be not for his own benefit alone, but for the use of the teachers and school board, it may be necessary for some notes to be taken of what he sees. Some objection has been made to the taking of notes in the schoolroom by the superintendent. It is true that teachers may be embarrassed by such note taking if it is done openly and frequently, and if they do not understand the use to which the notes are to be put. If, however, the notes are taken quietly at the close of a visit or during three or five minutes of his visit, some of the objection will be removed. If in addition to this precaution the superintendent makes it known that the notes are to be used mainly for the teacher's benefit, either directly in a private conference or in a teachers' meeting, there is likely to be little objection to the practice by the teacher. A good method will be for the superintendent at first to carefully observe the work of the school without taking notes. After a time he may go to the teacher's desk, and, after examining the register of attendance and the written work of pupils, write in his notebook such observations as he wishes to preserve for reference. This may be done quietly, and without attracting attention.

Some superintendents find it useful to have a notebook in a given place at the teacher's desk, and to make such notes in it as the teacher needs to know, such as his opinion of the good and poor points of a given recitation, or what better method of teaching or examining might be used. The teacher uses the same book for any questions or remarks she may wish to note. It can be readily seen that a judicious use of such a notebook may be of great value to both teachers and superintendents.

A word of warning is needed for some superintendents who

are inclined to be too analytical in their inspection of the personality and work of teachers. While the inquiry should be upon definite lines, it need not necessarily be upon many lines or upon very minute ones. If the results of an over-refined inquiry become known to the teacher whose work is inspected, there is likely to result a sensitiveness and attention to particulars which will seriously interfere with her work.

There have been recently issued two outlines by reputable superintendents, which illustrate the possible dangers of this kind of inquiry. The first outline is an "unclassified list of one hundred suggestive questions for self-examining teachers." Some of the questions are undoubtedly good ones, and may at one time or another be asked by conscientious teachers; but it is doubtful if so many as one hundred or even ten questions, however good they may be, should be put before teachers for constant reference. Teachers above all persons need to be as free as possible from the mechanism of their work, and much introspection is of doubtful value.

The other outline referred to is for the guidance of superintendents, and consists of one hundred and seventy questions to be answered by them in their inspection of the work of teachers. Here again there is danger of over-analysis in estimating the worth of a teacher. Some of the one hundred and seventy questions must necessarily be trivial and comparatively unimportant, and some of them, as applied even to the best teachers, must be marked as unsatisfactory. In rating the work of teachers there is danger of over-estimating those features which are not satisfactory, or of making comparatively unimportant features overshadow the important ones. Upon any standard of attainment alone no one can be rated as perfect in all respects. The superintendents themselves would not like to be judged by such a standard, and it is manifestly unfair to judge teachers by it. Whatever place real attainment may have in estimating a teacher's worth, earnestness and persistence of effort should not be entirely ignored.

The effectiveness of the superintendent's inspection will be determined both by the character of his observations and by the use he makes of them. The three parties most intimately concerned in such observations are the school board, the teach-

ers and the superintendent. What the school board most needs to know for its guidance is whether the work of a given teacher is efficient; and that, after all, is what the teacher herself most needs to know, but with this difference, that the teacher needs to be told such details of judgment as will best assist her both by supporting her in good ways and by helping her to improve in ways that are not good. Great care should be taken in making personal criticisms or suggestions to teachers, lest there be misunderstanding and friction between them and the superintendent. The three elements which should characterize criticism of any kind are tact, fairness and kindness. In recognizing the good points of a teacher's work, and in always suggesting another and better way than the way criticised, the superintendent gains the teacher's respect and confidence. In most of this constructive criticism the teachers should not be made to feel that they are directed to teach in a particular way. The better way should be intelligently and freely followed, or not at all. Of course, if the neglect or the poor method employed is of a serious nature, and is persisted in, there is little that the superintendent can do but to report to the school board the nature of the neglect or error, always avoiding the appearance of anything like an exercise of arbitrary authority.

It is needless perhaps to say that the visits of the superintendent should disturb the school as little as possible. It is doubtful if anything beyond a pleasant, quiet greeting to the teacher upon his entrance into the room is desirable. Even the kindly "good morning, children," by the superintendent, and the children's response in concert, may become perfunctory and meaningless.

Few interruptions of the recitation by questions or remarks from the superintendent should be made, especially if the questions or remarks are purposeless, or without meaning to the teacher. Individual work with the pupils at their seats is also no part of the superintendent's function, unless he needs to know for any reason the ability of certain pupils along special lines. But, although his visits are primarily for the benefit of the teacher, there are times when the direct work of the superintendent with the pupils will be most desirable. Sometimes

the most effective way of suggesting to the teacher desirable work to be done or of ascertaining whether desirable work has been done is by way of short oral or written examinations given at the time of the regular visits. Thus, for example, the superintendent may desire to impress upon the teacher the importance of giving to the pupils much oral practical work in arithmetic. He might advise or even direct this to be done, with little effect. But a brief examination will open the teacher's eyes to the importance of such work, especially if the results are poor, and the examinations along the same line are repeated in succeeding visits. These examinations, if oral, may also illustrate to the teacher a method of questioning by which the maximum of thought and clear expression on the part of the pupil may be gained.

The superintendent, if sure of his ability as a teacher, might, in addition to examining pupils, give model lessons of teaching. He ought at least to be ready to illustrate a point of teaching or questioning which he may have made in the teachers' meeting or to teachers individually, by taking a class of pupils. He may not be able to teach all subjects as well as some of the teachers, but he should be able to give by example an application of any principle he has given. This may be done in response to the teacher's request, or at his own instance. If at any time, however, he desires to conduct a recitation for any cause, he should always ask the permission of the teacher.

The two classes of teachers who ought especially to feel the influence of the superintendent are the poorest teachers and the best ones. The former are to be made better, if possible, by judicious assistance, and the latter are to be supported by judicious praise. Those who stand between these two classes will undoubtedly be greatly assisted by both kinds of influences named. It may not be the superintendent's business to fit untrained persons for the profession of teaching, but it is undoubtedly his duty to correct as far as possible the poor methods of teaching which he finds, while it is equally his duty to encourage in all possible ways the wise efforts of good teachers.

All this suggests a matter of great importance to the schools and of no little concern to the superintendent, viz., how to get

rid of inefficient-teachers. A teacher may fail from one of two causes, — either she is unable to improve on account of existing conditions, or she is unable to improve under any conditions. In the former case, the conditions might be changed by transferring her to another school, or by giving her special assistance; in the latter case, the teacher should be dismissed, or be asked to resign. In any case, it is assumed that the superintendent has pointed out to the teacher her faults, and has tried all the ways in his power to correct them. To insure wise and firm action on the part of the board in respect to the transfer or removal of incompetent teachers, it is advisable for the superintendent to explain to individual members what he has done, and perhaps to show them the difference between the work of poor teachers and that of good ones. By such means members of the board whose interests lie in the schools will not be influenced to retain incompetent teachers from personal, political or sentimental motives. As a matter of fact, however, there are likely to be teachers retained in the schools who are not approved by the superintendent. In such cases, the issue should be squarely made, wholly on the ground of welfare for the schools. If there is no disposition on the part of the board to act in the interests of the schools, and there is a persistent effort to elect and retain teachers on other grounds than those of efficiency, and if, further, there is no sign of a disapproval of such action on the part of the people, then the sooner the superintendent finds another field, the better.

There is one powerful agency in the retention as well as in the election of poor teachers which may be spoken of here, although it has no direct relation to the duties of the superintendent, — the agency of division committees of the school board to whom is committed the duty of recommending the election or re-election of teachers. There could be no plan devised better calculated to encourage a spirit of log-rolling than this, for the recommendations of each committee are expressly made on the understanding that its action will be undisturbed. Each committee practically says that it will interfere with no other committee so long as it is not interfered with. If such committees exist, their powers ought to be limited by the rules of the board according to which their action must receive the sanction of the superintendent.

One very important if not essential means of raising the work of the teachers to greater efficiency is the teachers' meeting. There are four different kinds of teachers' meetings at present, held either directly or indirectly under the direction of the superintendent, viz. : —

1. *Meetings of local teachers' associations*, in which papers are read and discussed. These meetings should be directly in charge of the teachers, with such assistance as the superintendent may be able to give. It may seem advisable at these meetings to consider matters of general as well as professional interest, and to invite one or more specialists to present papers for discussion.

2. *Meetings for reading and study*, in which some particular topic or book is made the subject of discussion. The superintendent may or may not have the direction of these meetings, although his advice will be likely to be needed in making a choice of subjects. On some accounts it will be found best for the membership of these circles to be limited to a small number.

3. *General teachers' meetings*, in which matters of common interest to all the teachers are presented. These should be directly in charge of the superintendent, and a large part of the time should be occupied by him. The most important and prominent subject for consideration at these meetings should be the suggestions of the superintendent, based upon his notes of inspection. These notes should be carefully arranged, with abundant illustrations. Following this in importance is the consideration of some vital subject connected with teaching, in which there should be a free and full discussion by the teachers, preceded by a short address either by the superintendent or by some other person invited for the purpose.

4. *Grade meetings*, in which only topics of special interest are considered, such as the limitations respecting the work of a given grade, or the most important subject to be taken up. The superintendent, of course, will take a prominent part in the discussion of these subjects, and see that each teacher clearly understands the conclusions reached.

With few exceptions, the attendance of teachers at teachers' meetings should be entirely voluntary. Of course the aim should be to make the meetings so attractive and profitable

that no teacher will wish to miss a single one, but there need be few meetings which teachers should feel obliged to attend. If possible, the times of meetings should be so arranged that no one will feel overburdened if she attended them all. An average of one meeting a week should be the maximum. Two meetings a month will be likely to be as many as most teachers will be able to attend conveniently. Consideration especially should be had for those who have to hire a carriage or walk a long distance in order to attend the meetings.

The relative time which a superintendent should give to the duties of supervision will of course depend upon circumstances. In a large system of schools many of the duties outlined above may well be performed by principals, under the immediate direction of the superintendent. In small places, where most of the teachers are untrained, a large part of the superintendent's time should be given to actual inspection of the schools, and to such direction of the work of teachers as will give to it the largest measure of efficiency. But, as already indicated, the teachers' efficiency is measured more by the self-direction of their own intelligence than by any dictation from others, however intelligent it may be. A wise direction of the work of teachers, therefore, does not mean arbitrary dictation or the imposition of methods upon teachers that can not be made their own, but it means the adoption of such means as will increase the professional knowledge of the teachers, and help them to apply it in skilful ways.

JOHN T. PRINCE,

Agent of the Board.

DEC. 31, 1902.

APPENDIX B.

REPORT OF G. T. FLETCHER,
AGENT OF THE BOARD.

REPORT.

To the Board of Education.

My work during the year has been in the following lines, with some variations to meet special conditions: —

Correspondence with school officials, parents and teachers, regarding questions of educational interest; inspection of schools; interviews with school committees and superintendents; consultation with and reports to the secretary of the Board; planning and conducting teachers' institutes; addressing teachers' meetings and public gatherings upon topics of educational and general interest. Institutes to benefit one thousand teachers from seventy-five different towns of western Massachusetts have been held during the year.

It has been my practice to hold the larger number of institutes in the smaller towns, to aid the teachers who have less professional advantages than are enjoyed by those in cities and large towns. Very instructive lectures and lessons have been given by university and college professors, members of the State Board of Education, school superintendents and teachers of high standing. A few institutes have been held in cities and larger towns for local benefit, and to reach teachers of near-by towns with the advantages of meetings of special excellence. The following program of an institute held in Holyoke indicates the nature and scope of the work done: —

A Teachers' Institute, under the direction of the State Board of Education, will be held in the High School Building, Holyoke, on Saturday, Oct. 11, 1902.

PROGRAM.

- 9.00 A.M. Opening Exercises.
- 9.10 A.M. Address, — The Higher Function of the Course of Study,
GEORGE H. MARTIN, *Supervisor of Schools, Boston.*
- 10.00 A.M. Educative Seat Work, Primary Section, Miss MARY I. LOVEJOY, *Malden.*
- 10.00 A.M. Reading, Grammar Section, THOMAS M. BALLIET, *Superintendent of Schools, Springfield.*

- 10.00 A.M. Mathematics, High School Section, GEORGE D. OLDS, *Professor of Mathematics, Amherst College.*
- 10.50 A.M. Physiology and Hygiene, Primary Section, W. A. BALDWIN, *Principal of the State Normal School, Hyannis.*
- 10.50 A.M. Detailed and Perspective Geography, Grammar Section, FRANK M. MCMURRY, *Professor of the Theory and Practice of Teaching, Columbia University.*
- 10.50 A.M. English Literature, High School Section, CARROLL LEWIS MAXCY, *Professor of English, Williams College.*
- 11.30 A.M. Address, — The Process of Learning, PAUL H. HANUS, *Professor of the Theory and Art of Teaching, Harvard University.*
- 2.00 P.M. Address, — The Social Function in Teaching, Mrs. KATE GANNETT WELLS, *Member of the Massachusetts Board of Education.*
- 3.00 P.M. Address, — How School Instruction can be made Less Theoretical, Dr. MCMURRY.

That there may be no delay in carrying out the program, teachers are requested to be present and seated at the hour of the opening exercise.

Evening Session. — Friday evening, October 10, at 7.45 o'clock, there will be public exercises in the high school auditorium, Holyoke. Brief addresses will be made by Hon. Arthur B. Chapin, mayor; Grenville T. Fletcher, agent of the Massachusetts Board of Education; Louis P. Nash, superintendent of the city schools; Miss Mary E. Woolley, president of Mt. Holyoke College; Prof. Paul H. Hanus, Harvard University. Citizens of Holyoke and others are cordially invited to be present.

FRANK A. HILL,

Secretary of the Board.

GRENVILLE T. FLETCHER,

Agent of the Board

The institutes and teachers' meetings have been of unusual interest and profit during the year. Exhibits of work done by the pupils in the different towns of a supervision district and exercises by the children under the direction of their teachers at the public meetings have especially engaged the attention of the many citizens present. One result of these annual gatherings of school officials, parents, teachers and pupils appears in the more earnest co-operation of home and school. Efficient superintendence and instruction, supplemented by active interest upon the part of the people, determine the value of the schools.

SUPERINTENDENCE.

Only eight towns in western Massachusetts at the close of the year 1902 are without special superintendents of their schools. Two towns, Sandisfield and Tolland, have not been

able to gain admission to neighboring unions. Belchertown and Enfield together have schools enough to form a union, but at this writing the school committees of the two towns have not taken action. The withdrawal of Williamsburg from the old union composed of the towns of Conway, Sunderland, Whately and Williamsburg, to form a new union with Chesterfield and Worthington, will probably result in the formation of a new union, composed of the towns of Conway, Deerfield, Sunderland and Whately.

It seems probable that before the opening of the school year in September, 1903, all of the towns in the four western counties will be under special superintendence of schools. The union composed of East Longmeadow, Hampden, Longmeadow, Ludlow and Wilbraham, with forty-eight schools, is too large, both in territory and in the number of schools, for one person satisfactorily to supervise. Some readjustment of these towns is desirable. For want of other openings, the towns of Heath and Rowe have joined the union formerly composed of Charlemont, Florida, Monroe and Hawley. These six towns, with thirty-seven schools, form a union much too large in area for one superintendent. Some better plan may be possible when a general readjustment of towns becomes necessary.

EXTENSION OF SUPERINTENDENCE IN 1902.

Alford, Clarksburg, Hancock, Lanesborough, Mount Washington and New Ashford, in Berkshire County; Greenwich and Prescott, in Hampshire County; Heath, New Salem and Shutesbury, in Franklin County, have joined or formed supervision unions. Some towns have found readjustment advisable or necessary to accommodate themselves better or to enable other towns to secure superintendence. Other changes may be needful. These may be made through action of the school committees or by State authority, if necessary, to bring all towns of the Commonwealth under efficient superintendence of schools. Personal or selfish motives must not prevail regarding unions with other towns that are entitled to the advantages of the law, especially to participation in the sum of \$1,250 which the State grants to a group of towns raising \$750 for salary of the superintendent.

STATUS AND RESULTS OF SUPERINTENDENCE.

Superintendents of good judgment and tact are finding their right relation to intelligent committees that have only the highest interests of the schools in mind. Some superintendents are not fully equipped educationally and professionally, and some school committees do not yet realize the true relation they should bear to the superintendent in order to secure the best results to the schools. Upon the whole, the status of the good superintendent is improving.

It is a self-evident truth that money contributed by the State in support of teaching and supervising the schools of the Commonwealth should be expended, to some extent, under State authority or direction. In determining the qualifications and work of teachers for purposes of salary increase in small towns, the Board of Education exercises, by direction of the Legislature, control. Similar conditions should obtain regarding the qualification and work of union superintendents. In the selection of persons for the office, it may be well for the State Board of Education to name a list of suitable candidates from which committees may select. Most committees will welcome such a plan, as improving the prospect of securing competent persons for the position. The influence of superintendents has been felt to the advantage of the schools in a degree proportionate to their personal ability and freedom of action. If the superintendent is wise in conducting teachers' meetings, so that subjects and methods pertaining to schoolroom work shall receive due and helpful consideration, and if he supplements these efforts by judicious personal aid through school visitation, he may be most efficiently a "teacher of teachers." Written outlines of work and suggestions of ways and means placed in the hands of teachers may be of value; but the individuality of the teacher, a reasonable liberty of thought and action for a definite purpose that is right, should not be unduly restricted. The wise superintendent learns much from his best teachers that he can carry to others.

CONSOLIDATION OF SCHOOLS.

Among the advantages of the policy of consolidating small schools are larger and more interesting schools both for pupils

and teachers, and a better classification of pupils as to maturity, acquirements and needs. The social life becomes more pleasant and profitable than it is in very small schools. There is a growth of healthy emulation as well as a stimulation of interest in the recitation that is due to larger numbers in the classes. If a union of schools makes possible the employment of two or three teachers in one building or in near buildings, there may be a profitable gradation into primary and grammar classes, but there should be no attempt to introduce the finer grading that is possible and profitable in the schools of large towns and cities.

Among the obstacles in the way of more complete consolidation are the persistent opposition of some people to the closing of schools in the old districts when there is no good reason for retaining them, and their objection to the transportation of young children long distances in inclement weather in unsuitable carriages with untrustworthy drivers. The last objection is valid, and should prohibit conveyance unless conditions can be improved. In some country towns, with extended area, bad roads and widely scattered population, consolidation may be impossible. In such cases the best instruction available should be furnished in the local schoolhouse. If a school is in a good neighborhood, with an attendance of fifteen or twenty-five pupils, it should be continued, as instruction under these conditions may be of more value than that obtainable in a consolidated school.

SPECIAL STATE AID TO SMALL TOWNS.

Requirement by the State of a longer school year, free textbooks, school superintendence and a higher standard of teaching service, places too heavy a financial burden upon many small towns having a low relative valuation and a scattered population.

The distribution of a portion of the income of the school fund to towns supposed to be most in need of State aid has been helpful, and in many instances absolutely essential to the maintenance of the schools even twenty-four weeks in the year, the original limit. The law of 1896–97, granting special aid to towns having a valuation less than \$350,000, has been of much more practical value this year than in preceding years in

towns observing the required conditions. There has been a more careful selection of teachers, through that examination which the law prescribes for the purpose of ascertaining, so far as possible, whether or not they possess "exceptional ability." Skilled oversight of the work of the teachers in their schools has already secured important improvements. As the oversight improves, further gains may be expected.

These favorable conditions have obtained in towns that employ superintendents of ability, firmness and faithfulness in meeting the requirements of the law, to whom the committee has entrusted authority to select and direct the teachers. Results have been unsatisfactory, in most instances, when superintendents have been allowed no voice or influence in the employment of teachers or in the management of the schools. Inspection by an agent of the State Board of Education of the work of teachers receiving aid from the State is a peculiar and responsible duty. The "exceptional ability" specified in the law should be of as high an order as can be obtained for the wages paid, which are generally \$7 or \$8 a week, or in a few cases, in the larger schools, \$9 or \$10. Of these amounts, the State pays \$2 a week. Committees and superintendents are expected to ask approval of no teacher who has not passed a "special examination" as to "exceptional ability." Normal school graduates or teachers who have had successful experience are generally promising candidates for such schools. Candidates with less equipment can hardly be said to possess "exceptional ability," though they may pass a satisfactory examination as to general education. The State and the town are in duty bound to secure the best possible qualifications in these teachers.

Of the large number of teachers who have been approved, the majority have done very satisfactory work, and some of them excellent work. A few have not been so successful as was anticipated from their examination and the inspection of their schools. Some teachers have failed of approval. Taking all results into consideration, the standard of the country schools has been considerably raised by this form of special aid. Many young women of good natural abilities have been stimulated to take a complete or special course at a normal school. The State, now supporting nine normal schools for

general professional education, has a right to expect of young teachers attendance at these schools.

The following brief list of suggestions made to superintendents and teachers have proved of service : —

SOME QUALIFICATIONS THAT INDICATE “ EXCEPTIONAL ABILITY ”
IN TEACHERS.

Good morals and manners.

Good scholarship ; a thorough knowledge of the branches to be taught.

Professional training, or successful experience in teaching.

Ability to teach and discipline, as manifested in the school.

Orderly habits, as indicated by personal appearance, condition of schoolroom and surroundings.

Good judgment in the classification of children, assignment of lessons, cultivation of habits of study, independent thinking and clear expression of thought.

Skill in conducting recitations.

Recognition of the peculiarities and needs of individual pupils.

Evidence of intelligent effort to promote the self-development of children, on physical, mental and moral lines.

Tact in securing the co-operation of parents in promoting the welfare of the school.

COMMITTEES AND SUPERINTENDENTS.

Committees and superintendents should co-operate in intelligent, harmonious action to secure efficiency in school administration. The proper status of the superintendent as an expert in educational matters should be recognized. He should be required to formulate and to submit to the committee plans for organization and management of the schools. The committee should meet as a board to consider measures proposed by the superintendents ; if these are accepted, wholly or partially, the superintendent should be given authority to execute the plans accepted. The practice that still exists in some towns of assigning certain schools to different members of the committee, who are to employ and dismiss teachers and to visit only these schools, is illegal and mischievous.

The committee may very properly visit schools occasionally,

to inspect the work of the superintendent, teachers and pupils; but the general management of school affairs, other than that of a legislative and financial character, should be through the superintendent. Subjects and methods of teaching have greatly changed within the last fifty years; and the arranging of courses of study and the directing of instruction and management have become now a professional vocation. The superintendent should be selected with great care. As a man of high moral character, good education, professional training, successful experience in teaching, he may exert a great and good influence in the community at large, as well as upon the teachers and children in the schools.

PECUNIARY SUPPORT OF SCHOOLS.

The maintenance of the public schools should continue to be, in as large a measure as possible, a matter of local effort. The interest of the home and of the town in the education of the children must be continued through contribution to educational expenses. Most of the rural communities have a low relative valuation back of each pupil in school membership, and the basis of this valuation in ownership of land often yields little or no money for tax paying. The scattered population over wide areas of land with poor roads makes small schools necessary, thus greatly increasing the cost of schooling for each pupil, reaching in some towns \$40 per year, against \$10 or \$15 per year in thickly settled towns with large schools. When some consolidation of schools can be effected, the conveyance of pupils is nearly as expensive as the continuance of a school. This class of towns must continue to have large State aid.

Property valuation does not always fairly represent a town's ability to support its schools. A factory population usually means a large number of children to educate in proportion to the amount of taxable property. Towns of this class will continue to need aid from the State for school purposes for some years.

The determination to have good schools, though at heavy local expense, is very praiseworthy. With the increase in the foreign population, the influence of the public school is absolutely essential to the maintenance of good citizenship.

In the continuance and possible increase of State aid there must be legislation that will make sure that every dollar appropriated is expended by the towns for school purposes.

Upon another class of municipalities school expenses press heavily. The population and property valuation are not large, and yet the schools are maintained at a high grade. Tax rates are necessarily high, but the people receive from their excellent schools all they cost. In these towns it seems probable that wealth will increase more rapidly in the future than school expenses. Country towns have few privileges; school advantages in some respects will never compare favorably with those in the cities and large towns. It is impossible fully to equalize opportunities and expenses. The old Commonwealth is making commendable effort to grant aid where it is most needed.

THE NEW RURAL SCHOOL.

The new rural school has fewer and younger pupils than its noted ancestor registered. It represents many nationalities, varied abilities and diverse home conditions. Sometimes it is a scion of the old stock. The schoolhouse is generally superior to the old one in appearance, comfort and convenience. The school year has been lengthened to thirty-two weeks. The town furnishes the text-books; there are more of them than formerly, and most of them are better adapted to the wants of the children, especially to the needs of the younger ones.

The teacher of the new school is a young woman. The "master" is seldom seen in the teacher's desk. In some respects his disappearance is a loss. Discipline and instruction are less forceful. The reduction in the number of pupils, frequently from fifty to ten, and the absence of the young men and women who used to occupy the back seats of the old schoolhouse during the winter terms have withdrawn much from the power and dignity possessed by the oldtime district school.

The new rural school has better advantages for the instruction of young children, especially in language. This is a very important improvement, especially as a majority of pupils leave school at the compulsory age limit. Pupils in the

rural school have a valuable privilege in the opportunity of hearing the instruction given to classes of higher or lower grades during every year they are connected with the school. This peculiar condition of an ungraded school is one source of its value in keeping pupils constantly in touch with all the branches taught. It has been observed that young women who have had only the advantages of a good rural school are frequently the best teachers in schools of that kind. The country school of to-day frequently enjoys special instruction in drawing and music.

The best results of the oldtime district school came from the influence of homes of industry, frugality and morality. The children were taught to economize expenses, to work in the house, the barn, the garden, the field. They were familiar with the woodpile and woodbox, and with all the occupations of farm life. They are now intelligent and industrious citizens of the State. Let the new rural school utilize, then, all the advantages of country life.

HIGH SCHOOL PRIVILEGES.

The extension of high school privileges by the law of 1902 through State aid to all towns not previously required by law to maintain high schools will be appreciated by the people. The proposed schools will have a stimulating effect upon the graded and the rural schools, elevating the standard of work to secure promotion. The new country high school should be adapted to the present-day needs of the people in the smaller towns. The course of study should include English, natural science, history and a limited amount of mathematics, with much less attention to ancient and modern languages than has been given to them in city high schools. Let the course of study and methods of instruction be such as to meet the demand for an education truly practical.

REQUIREMENTS AND RESULTS.

Courses of study to meet the "formation" and "information" theories of educators continue to expand along lines of quantity rather than quality, without due regard to what pupils can well and profitably do. If teachers were wise and coura-

geous enough to try to fit courses of study and methods of teaching to the individual needs of pupils, better results would be attained. Too many hours are spent in the vitiated air of many schoolrooms. Abolition of the oldtime outdoor recess is a serious loss to vigor of body and mind. In the opinion of Dr. Harris, United States Commissioner of Education, "No indoor calisthenics offer any equivalent in value to the outdoor recess."

There is doubtless too much time spent in the study of books. Pupils at graduation find themselves in a measure unacquainted with the duties that confront them at the opening of active life. Teaching should bring them into touch with living conditions.

CHILD STUDY.

Recently, educators have given much attention to this subject, reaching some very wise as well as some very foolish conclusions. The child's mental activities have been, until recently, the manifestations most carefully observed. Some investigations have revealed the fact that the early phases of the physical life of the child are of the highest importance; that his natural tendencies are to bodily exercises as well as to mental activities, the one class affecting the other reciprocally. Processes of education should evidently recognize these conditions. The principles and practices of the best simple home life in the house and out of doors do more to educate the child during the first four years of his existence than is accomplished by that number of years in the schoolroom later. He gains command of most of his physical powers; he learns to speak quite readily the English language, whatever may be his nationality. He never learns to speak any other modern language so well, in the same time, during later life. He is quite in touch with his home and neighborhood environment. He knows many people and what they do, and in his plays he imitates many activities and invents many things. School life should continue the trend so manifestly natural and valuable. Home must hold its grip upon the child; activity of body and mind must have both freedom and direction. The kindergarten has merit, but does not fulfill the mission of child education. If the child is father of the man, we may learn something

of the process of evolution through education by examination of the best product of good citizenship that the times furnish.

EDUCATIONAL PROGRESS.

There has been very encouraging progress during the year in many respects. A marked improvement in schoolhouses and outbuildings in some towns is in evidence. New desks and seats have been purchased; slate blackboards have taken the place of half-painted plastering unfit for use. Very few maps and charts of any value have been placed in rural schools, but a better quality appears in the graded school buildings. A larger supply and a greater variety of text-books, with some addition to the small stock of reference books, are often found. Some illustrative material for drawing and number work has been purchased. The use of the brush with ink or water colors by children is indicated by numerous drawings of flowers, leaves and various objects. These often adorn the bare and sometimes unsightly walls of the "old red school-house." Minerals from the ledge and various kinds of woods from the forest make interesting and instructive cabinets, in which the children take much pride, increasing their store by daily excursions in wood and field. As spring opens, the coming of the flowers and birds is recorded, names, times and localities being noted in books. This is a profitable form of nature study in country schools.

GEOGRAPHY.

In the best schools geography is an outdoor study, the teacher taking excursions with the pupils, noting the forms of land and water, the products of the ground, the occupations of the people, the modes of living, the methods of communication. The wild animals are studied as to location and method of living. This knowledge lays a foundation for an intelligent study of the greater world beyond the pupil's environment, through the text, maps and pictures of the geography.

READING.

Material for reading, adapted to the best methods of knowing words and understanding thought expression in writing or printing, is better and more abundant than ever before. This

is especially true in connection with primary instruction in reading. Some little improvement may be recorded in the method and results of oral reading in the grammar and high school grades.

LANGUAGE AND GRAMMAR.

The teaching of English through language lessons and grammar shows some gain, especially in the drill in oral and written language, which has proved valuable in cultivating facility and accuracy of thought expression.

ARITHMETIC.

Some effort to reduce so-called practical arithmetic to the essentials in matter by teaching fundamental principles and processes more thoroughly is apparent, but the tendency of modern text-books to include almost innumerable examples and problems, many of them unreasonably complicated and devoid of relation to actual business transactions, leads to a waste of time and energy on the part of teacher and pupil.

NUMBER WORK.

Reduction of number work to the minimum of quantity in the primary grades is a hopeful sign; it reflects knowledge of the nature of the child mind and the real needs of young children. A prominent teacher who has experimented for several years with many children has reached this conclusion: "If one pupil takes the modern number drill for the first three years of school life, and another pupil of equal ability begins number study two years later, the second pupil will have as much valuable arithmetical knowledge at the end of the third year as is possessed by the first pupil."

ALGEBRA.

The study of algebra in the higher grammar grades is a relief from the almost constant study of arithmetic from the lowest primary to the high school. It introduces new conditions and methods, awakens mental activity of a different kind, stimulates the reasoning process and prepares the mind for still more advanced mathematical study. Arithmetic may profitably give place to algebra for one or two years of school life.

DRAWING AND MUSIC.

Drawing makes but little progress in the rural schools, for want of systematic persistent instruction, few teachers being familiar enough with the subject to teach it intelligently. The same holds true of music. Some groups of towns under union superintendence of schools combine to employ one person who can teach music and drawing. The result has been very satisfactory.

NATURE STUDY.

Nature study has been a somewhat indefinite term as to material and method. As yet there seems to be no general consensus of opinion about what should be done. The open book of nature is before the child, and as he runs he reads much, but in a disconnected way. Through direction and instruction he should become familiar with the manifestations of vegetable and of animal life about him, with the growth, movement and use of each. Land and water forms, weather and seasons, should become familiar to him. Always the larger conditions should come first, the smaller later.

PHYSIOLOGY AND HYGIENE.

As modern education regards the child as a physical being, it must necessarily give special thought to the structure of his body and to the care of his health. Attention should not be given to internal organs first, nor to a consideration of possible dangers to his physical and mental well-being in the future. The child's life should be as free as possible from fear of consequences; it should be unconsciously guarded by instinct and by the care of others from harm. In the home and in early school life children should be encouraged to indulge in active plays, and influenced by example and judicious instruction to habits of neatness and cleanliness. In the third year of the primary grade, possibly earlier, some oral instruction may be given and simple reading matter may be used bearing upon the structure and care of the body. In the grammar grades there must be considerable use of good books to teach physiology and hygiene, and to impress upon pupils the danger of indulgence in stimulants, narcotics and other harmful things.

Many teachers are giving conscientious attention to the subject, realizing that the cultivation of the social virtues and the strengthening of the will power against evil tendencies and influences is essential to the well-being of the individual and of the State.

THE TEACHING FORCE.

The teaching force has materially improved during the year, for several reasons. A larger number of normal school graduates have been employed; through the lengthening of the school year in country towns and the paying of higher wages on account of State aid, it has become possible to secure better teachers. More efficient supervision of schools, closer State inspection of teachers' work in towns receiving special aid from the State, and co-operation of the home and the school, have contributed to the educational progress of the year. There is still much work to be done along old ways and new ones to make the schools still more efficient.

G. T. FLETCHER,

Agent of the Board.

Dec. 31, 1902.

APPENDIX C.

REPORT OF J. W. MACDONALD,
AGENT OF THE BOARD.

REPORT.

To the Board of Education.

During the year ending Dec. 31, 1902, I have worked in ninety-nine towns and cities, giving from one to three days to each, and have visited four hundred and fifty-seven teachers in three hundred and thirty-nine schools.

I have made eight special reports to superintendents and school committees, have delivered sixty-nine addresses, and have written over four hundred official letters.

A few weeks of the time, including a part of July, were occupied in helping the organization of supervision unions, and, as usual, the greater part of the first month and a half in the fall was given to teachers' institutes.

I have made the utmost effort with the means at my disposal to strengthen and improve the institutes for which it has devolved upon me to make arrangements, and the letters of commendation received from superintendents and school committees are evidences that such institutes have been in a measure successful. The general advance in educational ideals throughout the State makes it necessary for us to put into our programs nothing less than the very best instruction attainable. With this fact in view, and also with the feeling that committees should not be asked to close their schools for an institute, unless a profitable return for so doing could be furnished, I have tried to have the instruction definite and practical, and to secure as instructors those who could speak both from a fulness of experience and from a knowledge of educational principles, — a precaution necessary to guard against the promulgation of plausible but fallacious devices whose name is legion. To prevent such promulgation there is need of speakers who have an ample knowledge of their subjects, together with the two qualifications I have mentioned above. It is not easy to get speakers whom it is safe to put

on an institute program, particularly in high school work, because the ablest public school teachers, who alone, as a general rule, have the requisite practical experience, cannot conveniently be spared from their schools, and they not infrequently, too, lack skill in presenting their excellent ideas and methods. The normal school teachers have rendered me very efficient help during the fall, and I would take this means of thanking them, and also the school committees and superintendents who have generously permitted me to levy on their teaching forces, for valuable assistance.

My evening work during the year has been much lessened by my being relieved from the duty of arranging for a State summer institute; for the first time since I have held my present position I have had no State institute work to do in July. I would add that from the number of letters of inquiry received during the months of May and June in 1902, I am more than ever convinced that there is a real need of a State summer institute of the general character of those that have been held at Salem and Laurel Park, though the coming summer will probably be unfavorable for one, on account of the meeting in Boston of the National Educational Association.

COURSE OF STUDIES FOR SMALL HIGH SCHOOLS.

A practical course of studies for the small high school, that is, the high school of four teachers or less, is, under present conditions, one of our most difficult and perplexing educational problems. I say "under present conditions," for it is easy to conceive of conditions under which a fairly satisfactory solution would be easy.

The difficulty arises for the most part from the fact that the law specifically requires high schools to do certain work, and public sentiment demands that they do still other work, and to do both seems impossible with a small corps of teachers.

To explain: the law requires high schools to fit pupils for normal schools, technical schools and colleges. It may be well to quote it from the Revised Laws, chapter 42, section 2:—

Every city and every town containing, according to the latest census, state or national, five hundred families or householders, shall, and any other town may, maintain a high school, adequately equipped,

which shall be kept by a principal and such assistants as may be needed, of competent ability and good morals, who shall give instruction in such subjects designated in the preceding section as the school committee consider expedient to be taught in the high school, and in such additional subjects as may be required for the general purpose of training and culture, *as well as for the purpose of preparing pupils for admission to state normal schools, technical schools and colleges.* One or more courses of study, at least four years in length, shall be maintained in each such high school and it shall be kept open for the benefit of all the inhabitants of the city or town for at least forty weeks, exclusive of vacations, in each year. A town may cause instruction to be given in a portion only of the foregoing requirements if it makes adequate provision for instruction in the others in the high school of another city or town.

This, then, is the law. I have italicized the clause which bears on the present discussion. It will appear from this that to a certain extent the selection and control of the high school course of studies is taken from the school committees and vested in the faculties of colleges and technical schools. Whatever change in the way of altering or increasing requirements these institutions see fit to make, the school committee must accept as mandatory on the high school, if the town is required by law to have one, and practically so when not.

On the other hand, public opinion, justly, as it seems to me, demands that the high school furnish courses of instruction that will be suited to the interests and needs of the eighty or more out of every hundred graduates of the grammar schools who are not going to either the normal school, the technical school or the college.

There is also a very general belief, and it seems to me correct, that the course of instruction, to say nothing of the methods of teaching, which the colleges consider the best adapted to prepare the students who come to them, is not in all respects best adapted to meet the needs of those who are to go directly from the high school to the work and responsibilities of life.

Can a small high school satisfy both of these requirements?

So far as fitting pupils for the normal schools is concerned, there is practically no clash between these two demands. It is generally the sensible rule of the normal schools to recognize

any good four years' high school course of studies as a satisfactory basis for their instruction, but not so with the college and to some degree the technical school.

The easiest way that a school can get its pupils into college, namely, the traditional one of Latin and Greek, requires a course of instruction measured by about three thousand recitation periods; and to carry on such a college-fitting course requires, therefore, this same number of recitation periods per year. In many schools much more time than this is given to it.

Some colleges, moreover, call for more work than is included in the above estimate, and the colleges differ in their requirements, and this increases the difficulty; for the burden in the fitting school is determined not by the requirements of one college but by the least common multiple, as it were, of the requirements of all the colleges.

Furthermore, the technical schools, with their additional requirements in mathematics, are now beginning to ask for two modern languages. I do not know just what defects have appeared in their former graduates, from which they have found a remedy in the smattering of another language, but this action imposes a legal obligation on the high school, however small, to teach four languages besides English. The result is that the high school that has hitherto been overburdened with languages is now well-nigh smothered to death under them.

If the school day be divided into eight periods, it would give sixteen hundred recitation periods per year, provided all the periods are available for recitations. This, however, cannot be, especially if the school has any general exercises, so that the practical number would be much less. Furthermore, no teacher could teach that number of classes in a day and do it well.

It is true that some colleges admit to the bachelor of arts course on one classical language with French or German, or both; and it would seem that a high school by fitting for these colleges and the technical schools might get along with teaching only three languages. It seems so, but it is just this way, — Latin and Greek are not taught as languages, in the full sense of the term; they are mainly studied as specimens of

linguistic mechanism, about which there are many fine points and distinctions that it is very disciplinary to learn; it is a grammar drill, rather than a training in language. With such an aim the young college graduate (and it is the young college graduate that will generally be found in small high schools) can teach these languages. Also, in teaching a modern language there is an elementary stage of the instruction of which the young college graduate is capable, and which for the present seems to satisfy the technical schools; but some of the colleges that accept a modern language instead of a classical call for advanced instruction in that language, — that is, instruction that aims to give the pupils training to use the language, to write it and speak it, and to understand conversation in it. The teachers in the small high schools are rarely able to meet this requirement, and the school is therefore compelled to teach instead the four languages in a more elementary way, if they fit for college and technical schools as the law requires.

It is plain, therefore, that it will take nearly all the time of two teachers to carry on the high school courses fitting for technical schools and colleges; and that little or no time is available in a school of two or even three teachers, for the instruction of those pupils — the greater number — who are not to continue their schooling beyond the high.

If a school has four teachers, it is because the large number of pupils require it. The larger classes need more time for recitation, so the day must be divided into fewer and longer periods. Probably, too, some classes are divided into sections, so that in these ways the time of the fourth teacher is taken up without leaving much available for instructing the pupils who do not want the college course. They must either leave the table or be content with crumbs.

It would be impossible to convince those who have made a study of education, to say nothing of the public, that the present college-fitting course is in all respects the best education for this latter class of pupils, whom I shall hereafter designate as the general high school pupil.

The opinion is strong among thinking people, that the general pupil in the high school should receive instruction that will make him in some measure acquainted with the things that

are under his feet and over his head and around him ; that will teach him that the universe in which he lives is a universe governed everywhere and in every detail by laws ; that will inform him how man takes advantage of these laws, to do his will and improve his conditions ; that will give him a vision, at least, of the æsthetic side of life and of the moral foundations of society, and thus fit him for the intelligent discharge of his duties as a neighbor and a citizen ; and, lastly, that will train him *to do* things, in order that his equipment for earning an honest living may be increased.

It is vain to assert that such instruction is beyond pupils of the high school age, or that the studies that furnish it are not capable of supplying as good mental training as the study of the languages.

It is vain to argue, as some teachers do, that the college-fitting course is the only one in which pupils can be made to do substantial work. This is only a confession of inability to teach other subjects. Some of the most intensely earnest work I have seen in high schools has been in general courses and in business courses, when the teachers have known how to direct it ; and some of the worst results I have seen have been with pupils taking classical studies. I have frequently known high school pupils who were taking classical courses to do extra work, when the opportunity was offered them, in other subjects, though they received no credit for it, and to do it well just for their interest in it.

The secret of good school work is to have the pupils feel an interest and a purpose, and a capable teacher can accomplish this in one course as well as another ; but it cannot be done by belittling all courses except the classical, and by manifesting to pupils a feeling of humiliation at being obliged to teach them. Indeed it is the pupil who is taking a classical course, with no intention of continuing his studies beyond the high school, that generally has neither interest nor purpose, and is generally likely to become an idler ; and many a good student has been spoiled or driven out of school by having been unwisely led into taking classical studies. I would not be understood as arguing against such studies for those who want them ; they have an undoubted educational and intellectual

value. The college-fitting course is well enough if it is supplemented by the college; otherwise, it is generally a decapitated education that too often makes for ignorance; it is apt to cultivate in the pupil the narrow notion that languages are about the only things worth learning, and it not unfrequently educates the pupils out of sympathy with nature. I once overheard a high school girl commiserating her schoolmates who were taking a general course of studies. Among their studies were physics, chemistry, geology, botany, mathematics, including trigonometry, English and American history, civil government, English and French. She was studying Latin, Greek, French and English, Greek and Roman history, and a minimum of mathematics.

A few years ago, in the Maine woods, I was thrown for a number of days into the company of a young man who was a graduate of one of the leading classical high schools of Massachusetts, and had been fitted for college. He appeared to be of more than average ability, somewhat blasé in certain respects, as a consequence of his city "bringing up," but lamentably unequipped, if not actually *mis*-equipped, for life. He knew almost nothing about trees or plants, nothing at all about geology, and to him all small birds were English sparrows. He had a rifle, but did not understand why he had to elevate the sights when shooting at an increased distance, and seriously doubted the "falling of a bullet while it was going," though he thought it natural that it should "stop some time, whether anything stopped it or not." To him the way in which a telegram or a telephone message is transmitted, or how an electric car is moved, was as much a mystery as the electrical phenomena of a piece of amber to the ancients who first observed them. It was difficult to see wherein his study of English could have improved the character of the books he liked to read, though he was familiar with a good many literary names, both English and American. He knew a few names and incidents in Greek and Roman history, but knew of no lesson to be drawn from them except that the "Greeks and Romans got to be a pretty bad lot." He knew practically nothing of English history, and only so much of American history as is the common possession of almost all boys who have celebrated

the Fourth of July and read Mrs. Hemans's "The Landing of the Pilgrims." He had never had any instruction in civil government, and did not know that there were any particular principles connected therewith that needed to be studied; but he appeared to be very familiar with the small politics of the city where he lived. One of the most pitiable defects in his education was his ignorance of the existence of physical, social, commercial, moral or other laws. He would have believed almost any story of the miraculous multiplication of power by means of a machine, and could see no reason for thinking that certain causes produced certain results, or that pure chance was not a leading factor in the occurrence of things, though he could give the principal parts of the easier Latin and Greek verbs.

There was another young man with us who had been differently educated in a Maine high school, and it was interesting to hear him give the former information on the points to which I have alluded. I could not help thinking, as I listened to their discussions, that that boy would be taken into college, but this one would not; yet, if both were admitted, I could not doubt that this one would lead the other in every particular. And I could not but think that any course of study, even though it led to college, was wrong that left a boy of nineteen or twenty so ignorant of things as not to know, in particular, the laws on which not only the natural sciences are founded, but moral philosophy and conduct as well. There could scarcely be a more striking illustration of the irrationality of conditioning admission to a higher institution on what a candidate has done, while ignoring what he can do, than to admit the former and bar out the latter. It is a well-known fact that some pupils will learn more Latin from reading two orations of Cicero than others will from reading six, and more geometry from one book than others will from five, — in short, that some who have not done more than half of the college requirements are more capable of pursuing and profiting by a college course than others who have covered the requirements to the letter.

If I am dwelling at considerable length upon this phase of the question, it is only to show the more clearly the great dif-

ference between the college requirements and the popular idea as to the education the high school should give those who begin the work of life from its threshold.

I feel very confident, moreover, that the public can never be made to believe that an education of the narrow classical kind, of which the case I have cited is a type, — an extreme one, it is true, — is the best for the general student. There are therefore two lines of work imposed on the high school; to do both of them well — a task that seriously overburdens schools of five and six teachers — is impossible for the small high school, and generally it is the popular wish that is sacrificed.

The following figures, showing the average portion of time given to the specified subjects, are computed from the working courses of the three small high schools, and are fairly typical: languages, 50 per cent.; English, 20 per cent.; mathematics, 19 per cent.; history and civil government, 4 per cent.; science, 6 per cent.; miscellaneous, 1 per cent.

As a rule, in such schools the membership is comparatively small, and, worse still, the interest of the pupils is slight. In one of the above cases there were nineteen pupils in the high school, while in the single grade immediately below there were sixteen; in another there were twenty-one in the high and nearly the same number in the grade immediately below; and in the third, seventeen in the high and twenty-four in the grade below.

In each class in such schools there will almost always be one or two pupils who show an interest in their studies, prepare their lessons as they are directed, and generally do about all the reciting, especially if visitors are present. The rest are inattentive, idle, not unfrequently disorderly, and never from one week's end to another prepare a lesson so that they can recite it intelligently. It would be perhaps too much to expect that all of these would become industrious scholars if the instruction furnished them were adapted to their needs, but it is safe, I think, to assume that most of them would.

While the problem under discussion is one that cannot at present be solved satisfactorily, the difficulty might be considerably lessened by a few changes, or rather modifications, in present conditions, that would not, I am sure, result in-

juriously in the least degree to the cause of education. Though there is but slight chance that these modifications can be effected, I will venture to suggest them.

First, colleges and technical schools should agree on uniform requirements for admission.

If ever the colleges should come to a uniformity in this particular, it would relieve the strain somewhat, provided they did not neutralize the relief by increasing the requirements, as is very likely to be the case, if we may judge by the experience of the past; if, however, the technical schools could be included in the agreement, the relief would be considerable in many schools.

Secondly, these uniform requirements should be such that no school would have to teach more than two foreign languages unless it is well able to do so.

There is, in my opinion, no one department where greater relief can be given the high school without detriment to culture, intelligence or intellectual training, than the department of languages, for there is no other department with which the small school is so overwhelmingly burdened. I am a strong believer in the value of one classical or one modern language, and, for certain professions, *both*, as factors of an education; but, with few exceptions, for a pupil to study more than two languages makes for ignorance,—first, because it prevents him from taking studies that are far more valuable than a third language can be, and secondly, if one attempts to keep up three or more languages (which fortunately very few do) one will have little time for anything else. There was a time when the emphasis laid upon the value of the languages in education was justifiable. It was before the sciences were available for good school work, and before the possibilities for mental discipline in history and civil government were appreciated. Then, mathematics and the classical languages were the only studies that were supposed to furnish mental discipline; but now we know that every study taught in the high school is capable of cultivating the power of mental concentration and application, that some of them furnish a better discipline than a language does, and that any one of them adds more to the educational equipment of the average boy or girl than a *third*

language does. This is not mere theory, — it is confirmed by frequent observation. I find the pupils in the business courses of a high school applying themselves as industriously, concentrating their attention as intensely, and cultivating habits of as accurate work, as the pupils in the classical courses, and often more so; and this in face of the fact that the whole atmosphere of the school is too frequently calculated to make them feel that they are pursuing an inferior line of work.

But, further than this, if a pupil has taken one language in the high school, or at most two, as I have suggested, how can the discipline, of which we hear so much, show itself and serve him better than in making it easy for him to acquire other languages, if he wishes them, out of his own mental resources, after he has finished the high school? It ought to be easier for him to do this than to work up some other subjects that are frequently omitted or curtailed for the sake of the languages. For example, after leaving the high school he will not generally have the same opportunity for studying physics and chemistry that the school should furnish him, and, while he may read up in history and civics, he will not get the benefit of the questionings and discussions that come up in a class where these subjects are pursued with a keen, live interest.

Of course strong high schools can furnish a greater option in languages; but it pains me to see a school of two or three teachers struggling to teach three or four languages, while almost everything else is taught in shreds and patches. It seems like a waste of public money. Under the arrangement I have suggested, these schools would be relieved of a great burden. Most of the colleges now require but two languages. The only modification needed, therefore, is that the colleges and technical schools should agree on two of the languages which would be accepted by all.

Third, the requirements in English should be considerably mitigated.

It will be seen by the figures given above that twenty per cent. of the school work is English. About one half of this, or ten per cent. of the whole time (as much as is given to history, civics and science combined), is devoted to grammar, rhetoric and compositions. If this is added to the fifty per cent.

given to Latin, Greek, French and German, it shows sixty per cent. of the high school effort devoted to teaching language, or something *about* a language. To be fair, perhaps we ought to credit history with a small part of the time given to Latin and Greek; but, on the other hand, a part of the time of every study in the school might be counted as English, especially if the recitations are conducted as they ought.

It seems as if there must be something wrong, when, with daily practice in speaking English, with the attention bestowed on English in the lower grades, and with almost every recitation in the schools conducted in English, so much time is given to the abstract study of it in the high school. It may be urged that in daily practice the pupil hears and acquires incorrect forms. Yes, but only a few comparatively, and almost any pupil can learn the correct forms in a few lessons. What he needs most is practice in using correct language, and, in my opinion, the daily recitations furnish the very best opportunities for giving him this practice.

The aim in all this teaching of English is good, but are we not overrunning the goal? Until within a few years the special English work in high schools consisted generally of a monthly composition, a monthly recitation or declamation, a brief course in grammar and rhetoric, and a year's course in choice literature to end with, — in all, not one third of what it is to-day.

It may be that the attention formerly paid to composition was inadequate; but it must also be admitted that the history of American literature furnishes convincing proof that the method of the earlier day was not altogether barren of results.

One requisite, it seems to me, to good language is that the speaker or writer should have clear, ample and exact knowledge of what he is discussing; hence, beyond the mechanical details, such as punctuation, spelling, use of capitals, etc., the effort to teach language abstractly, that is, independently of the knowledge which it has been adapted to express, must necessarily yield meagre, if not injurious, results. This will be evident, I think, to every one who will consider how much better one comprehends a word, as “polarization” or “potential,” if he acquires it from the study of the science in which it

is used, instead of from a dictionary; and what is true of these words is true of every word and phrase and idiom of the language. It goes without saying that any instruction that fails to give a clear comprehension of the meaning of language will fail to give skill in using it. What better opportunity is there, then, to teach English, than in the recitations in science, history, civics and all other subjects? Moreover, attending to this in the daily recitation places the emphasis on language at the point where it is most needed, — practice in the correct use of it orally. If this can be secured, the time now given to writing can be safely reduced.

Of the study of English literature I shall only say that, if the selections to be read could be more wisely chosen and more sensibly studied, half the time now given to it could be saved for instructing the general pupil in other valuable knowledge, — which is the object of my present contention.

How much of a loss to the educational equipment of our girls and boys a curtailment in the amount of “literature studied” would be, is well shown by the following extract from a very sensible editorial in the “School Journal” of January 17, on the “Ignoble Use of Classics:” —

In considering the vulgarization of great literature in American schools, the utterance of Mr. Boyd Winchester on the ignoble use of the classics is worth quoting. He says, in the course of a paper in “The Nineteenth Century:” —

It is the failure to distinguish between the spirit and the mechanism of language, in the unwillingness to recognize literature as having claims apart from philology, that the danger of the present tendency chiefly consists. A certain dry lexicographical habit of mind is said by Europeans to be the distinctive mark of American scholarship; that, under a civilization hard and positive in temper,

We teach and teach,
Until, like drumming pedagogs, we lose
The thought that what we teach has higher ends
Than being taught and learned;

that the best of literature is being forced under the yoke of our textbooks, and must yield to the proprieties of a dim-eyed scholarship; and the diagrams with which it is sought to illuminate the classifications of literature fairly make one's head swim. With cubes, tri-

angles, intersecting circles, cycloids and isopathic lines, inexorably involved and manacled, we find the best of ancient and modern literature — Chaucer, Milton and Goldsmith — annotated; Scott prepared for “local examinations;” Byron edited; Shelley boiled down for the use of babes; Wordsworth and Keats captured; Shakespeare subjected to phonetic and inflectional systems; and even the Bible, as noble a piece of prose as any tongue can boast of, made the torture chamber of childhood, turned into a task-book, a book of impositions and punishment, — a cruel misuse at once rousing in the mind a feeling of dullness and depression.

The classics need to be drawn more and more out of this scholastic isolation, rescued from this ignoble use. This habit should be counteracted by giving abundant stimulus and encouragement to their study as literature. In the classics, if anywhere, there is need to insist on a scholarship that will lay hold on some faculty higher than the memory.

It is a pity that such sentiments and opinions as expressed in this extract cannot influence the mechanism that determines the literature work of the present “English requirements.”

My fourth suggestion has to do with the management of the small high schools themselves.

The students who go from such schools to technical schools or to college are few in number, but usually of superior ability, and of an ambition withal that makes them capable of self-instruction to a much greater degree than teachers think. They are fully capable of working up a considerable part of their fit for higher institutions under the general direction of the teacher, with but few recitations. I am not theorizing, but speaking from experience, when I affirm that they not only can do this, but in doing it will get a training in study and self-reliance that will be good for them, and that in my opinion is needed. The principal obstacle to this plan is the notion of teachers that pupils cannot learn anything unless they “recite it.” But what does the disciplinary effect, for example, of Latin, so much talked about, amount to if it never brings the student to the point of self-reliance?

It is true that there is a valuable training that can be gotten only by reciting to a teacher who knows how to question; but there will still be under the proposed plan a large part of the pupil's work conducted in this way. If, however, the recita-

tions are conducted as they too frequently are, of which illustrations will be found in my last year's report, it may be questioned whether the training is not bad rather than good.

For the practical working of the scheme now in view the following plan is submitted, the work without recitation being for students preparing for higher institutions : —

Latin.

First Year. — As at present.

Second Year. — With recitation, three periods per week, Cæsar's Gallic War, books I. and II., and as much as possible of book III. Without recitation, ten of the lives of Nepos, or an equivalent of Viri Romæ, and Cæsar, book IV.

Third Year. — With recitation, three periods per week, Cicero's orations, In Catilinam, I. and II., Pro Archia and Pro Lege Manilia. Without recitation, Cæsar, book V., Cicero's orations In Catilinam III. and IV. begun.

Fourth Year. — With recitation, three periods per week, Virgil's Æneid, books I., II., IV. and VI. Without recitation, Cicero's In Catilinam III. finished, Æneid, books III. and V., and some of Ovid if possible.

Greek (if taught).

Second Year. — With recitation, three periods per week, and an equal amount of writing Greek forms and sentences without recitation.

Third Year. — With recitation, three periods per week, Xenophon's Anabasis, books I. and II., and some Greek composition. Without recitation, Æsop's Fables, anecdotes from Plutarch, Stobæus and other Greek writers (see Anthon's Greek Reader), or portions of the New Testament, and Anabasis, book III.

Fourth Year. — With recitation, three and two periods per week, two books of the Iliad, or more. Without recitation, Xenophon's Anabasis, book IV., and the rest of the required Iliad.

Modern Languages.

First Year. — As at present.

Remainder of the Course. — Three periods per week of recitation work, chiefly given to pronunciation, composition

and grammar, and, without recitation, the reading of as much as would ordinarily be done in connection with two recitations per week.

Geometry.

Second Year. — With recitation, four periods a week for thirty weeks (the last ten weeks of the year to be given to trigonometry). In this time what is generally accepted as the regular syllabus should be covered, by the rational process, if possible. All so-called original work, that is, propositions outside of the regular syllabus, should be done without recitation.

By the plan outlined above, ten to twelve recitation periods per week could be saved and made available for broadening the course in the interest of the general pupil. The pupils not fitting for college, who take that part of the above work that is carried on by recitations, could give the remainder of their time to other studies. The plan will not seem so difficult, if it be remembered that only one or two pupils in a class would be affected by it.

My fifth and last suggestion may seem at first thought extraordinary, and perhaps chimerical. It is that the higher institutions, recognizing the difficulty under which the small high school labors, provide special conditions for, and make special concessions to, the pupils coming from these schools. I fully believe, however, that this can safely be done.

I have been much interested during the past year in looking up the standing of pupils that come from the small country towns to the large town and city high schools, and especially of those for whom the State pays tuition. Although these pupils come with a preparation much inferior to that furnished by the local schools, where every grade has its teacher, they very soon, with few exceptions, begin to forge ahead, and in six months are not unfrequently leading their classes. In one school, with a membership of about a hundred and sixty, there were twenty of these pupils, of whom nineteen were in the first third of their classes and the twentieth was above the average, though circumstances at home made her attendance irregular. In another school of about the same size there were nine or ten of these pupils, some of whom led their classes, and all were among the best twenty-five pupils in the school.

The chief reasons for this appear to be, first, that these pupils are generally the brightest their towns produce; secondly, their minds are not enfeebled by social dissipation and loss of sleep; and, thirdly, they have a *purpose*. Yet, if the high schools to which they came had insisted on rigid examinations, it is probable that not one in five of them could have gotten in, — a striking illustration of the working of a standard of requirements that leaves out of account the personal factor.

It is not merely a matter of conjecture, but of experience, supported by hundreds of illustrious examples, that, if the higher institutions would admit, on probation and under reasonable guaranties, such pupils as are likely to come to them from the small country high school, though it may be with a scholastic preparation considerably less than that which may be required of stronger schools, they would not unfrequently find these students doing creditable work in their classes, and taking positions later in life among their most distinguished graduates.

Since writing the above, a confirmation of its truth so striking has come to me that I cannot forbear inserting it. It is from an article in the “American Monthly Review of Reviews,” on the late Mrs. Alice Freeman Palmer, whose sudden death has caused so general sorrow: —

Mrs. Palmer's girlhood days were spent in Colesville, N. Y., a country town, where her father was first a farmer of lands inherited from Scotch ancestors who early settled in interior New York, and later a physician. President Eliot of Harvard has suggested that in all probability the daughter's habit of self-sacrifice and of ministration to and for others was one that she learned from her father, for he belonged to a class of public servants — the country physicians — which President Eliot thinks is the most altruistic of all known to him. When Miss Alice E. Freeman left home, in 1872, to enter the University of Michigan, which she had selected rather than Vassar because of its higher standards and stricter discipline, she was in her seventeenth year. Plain living and high thinking had been the ideal of the home in which she was brought up. She was vigorous, vivacious, ambitious, resolute, and gave the impression of having a distinct personality even at that age. Hence she at once attracted

the attention of the president of the university, who happened that year to be responsible for the examination of applicants for admission. Had this not been so, she might have been rejected, for her preparation had been inadequate, and she failed to meet the test of the entrance examinations. But President Angell asked that she be tried for six weeks, as a favor to him, so confident was he of his clearness of vision in detecting latent power within her. The girl for whom he had become responsible made good his prophecy and justified his faith.

Well may the author of the sketch say that "she made good his prophecy and justified his faith," for within ten years from the time that this "vigorous, vivacious, ambitious, resolute" girl came near being refused entrance to the University of Michigan, she became president of Wellesley College. Fortunately for her, she was not appealing to some of our more exacting colleges for women.

The suggestion that I have ventured to make does not propose, after all, so very unusual a procedure, for many of the higher institutions now admit pupils whose fit is much less in quantity and quality than those called for in their "requirements," only they do not admit it in their catalogues. What I would urge is, that these institutions make definite concessions to the small high school, and that they frankly publish these in their requirements. Only by their doing so can the small high school get relief; for, so long as the published requirements are uniform, as now, the small school will try to meet them all, and, in attempting too much, will do it poorly. If, however, the concessions allowed the small high school could be definite and known, it would be likely to meet the reduced requirements better, and have more time for the general pupil.

Such a public announcement of concessions, moreover, would put those higher institutions that now receive pupils not up to their requirements in a more strictly honest attitude towards their entering classes, — a consideration that should not be overlooked at this time, when it is generally agreed that society needs a moral toning up. There is, moreover, one other difference between the present practice of the higher institutions to which reference has been made and the plan here proposed:

they now take pupils whose fit is not up to their advertised standards from both strong and small schools alike. Of such pupils, those that come from small schools are likely, as I have tried to show, to become their best students, while those that come from strong fitting schools are equally likely to become their poorest.

Perhaps there can be found some better plan of solving the difficult problem that confronts the small high schools, and, in fact, all high schools with less than six or seven teachers. If so, it ought to be gladly welcomed, for it is hard to reconcile one's self to the present practice of sacrificing the needs of the many to the wants of the few.

For a high school of two or three teachers, the following tentative course of studies is in accord with the above suggestions. The first column of figures gives the number of actual recitations per week to be given to the subject; the second means that the work done without recitation should be approximately that ordinarily done in the designated number of recitations, and hence shows the number of recitation periods saved in the subject.

A tentative course of study for a high school of two or three teachers.
First year.

SUBJECTS.	Recitation periods.	Periods without recitations.
Required : —		
Algebra,	4	—
Elementary physics, thirty weeks ; elementary chemis- try, ten weeks,	4	—
Ancient history,	3	1
Composition,	1	—
Total of required periods,	12	1
Elective : —		
Latin,	4	1
Drawing,	1	1
Bookkeeping,	3	2

Each pupil to elect at least seven periods, including periods without recita-
tions.

*A tentative course of study, etc. — Continued.**Second year.*

SUBJECTS.	Recitation periods.	Periods without recitations.
Required: —		
English literature,	2	1
English history,	3	1
Geometry,	4	—
Grammar and composition,	1	—
Total of required periods,	10	2
Elective: —		
Latin,	3	2
French,	4	—
Elementary chemistry, twenty weeks; botany, twenty weeks,	3	2
Bookkeeping, twenty weeks; commercial geography, twenty weeks,	3	1

Each pupil to elect at least nine periods, including periods without recitation. In geometry the propositions of the regular syllabus should be completed in order, and the exercises of the several books should then be taken by way of a general review. Much time will be saved in this way.

Third year.

Required: —		
English literature,	3	—
United States history, twenty-five weeks; civil government, fifteen weeks,	3	—
Composition and grammar,	1	1
Total of required periods,	7	1
Elective: —		
Latin,	3	2
French,	3	1
Physiology and hygiene, twenty weeks; geology, twenty weeks,	3	1
Commercial arithmetic,	3	1
Trigonometry, twenty weeks; geometry review, twenty weeks,	3	1

Each pupil to elect at least thirteen periods, including periods without recitation.

A tentative course of study, etc. — Concluded.

Fourth year,

SUBJECTS.	Recitation periods.	Periods without recitations.
Required : —		
Composition and grammar,	1	1
Total of required periods,	1	1
Elective : —		
English literature,	3	2
Latin,	3	2
French,	3	1
Advanced physics, twenty weeks; astronomy, twenty weeks,	2	2
Solid geometry, twenty weeks; advanced algebra, twenty weeks,	3	1
Drawing,	2	1
Any subject of previous years not taken,	—	—

Each pupil to elect at least eighteen periods, including periods without recitation.

The foregoing course, if every possible class is represented, yields eighty-two recitations a week, or forty-one recitations a week per teacher, if there are only two teachers. This means eight recitations a day, and requires a division of the day's session into eight periods. Many small high schools have a daily session of five and one half or even five and three quarters hours. If sixty minutes are allowed for the opening exercises, the recess and other respites from formal recitation work, there will remain from thirty to thirty-five minutes for each recitation. The number of classes is large, indeed, but the number of pupils is small, so that there is less written work to examine out of school hours. Thirty to thirty-five minutes for a laboratory exercise is also too brief a time; but laboratory work in a small high school would not come every day, and on the day or days it is taken up a way might be found to let the pupils work for two periods, if the teacher cannot. Three teachers could of course do the work of the foregoing program more readily than two. Each would have a maximum of twenty-seven recitations per week, or five or six per day.

But in a small high school some of the classes are not likely to be represented. If there are no pupils preparing for high technical schools and colleges, the number of recitations per week would drop to seventy-six; and if certain condensations of work are made, as, for example, having the pupils of the first and second years all take algebra one year and all take geometry the next, the number of recitations might be reduced to seventy per week. If classes of one or two pupils each are not organized or are not given the full number of recitation periods, on the ground that they are not large enough to justify so doing, a further reduction is effected. The course as outlined presupposes that the pupil who aims to prepare himself for college in Greek does so in an outside high school. With a reduction to seventy recitations, an allowance of eight periods per day would yield a spare period for each teacher, in which to gather up the loose ends of school work, and give that work certain general oversight. A measure of elasticity in the science work is permissible. Physics and chemistry are fundamental indeed. Laboratory work by the pupil, desk experiments by the teacher, text-book work, —all should find a place in the instruction. In the pupil's laboratory work the small high school may be compelled to limit itself more than the large, but it can and should do something here. As for the other sciences, physical geography or biology might be substituted for geology or astronomy, or other substitution might be effected, to favor the teacher of science. Unless the teacher is qualified to teach a science objectively or in the field, it is a question whether it is wise for the teacher to attack it. Whether drawing can run through the course is doubtful. The foregoing plan contemplates serious attention to it the first and the last years. Music in the maximum course would have to be disposed of in general exercises. But, as has already been intimated, either in the small number of pupils or in the employment of a third teacher ways may open for important subjects that might otherwise receive scarcely more than nominal attention. It is important that the teachers should be sufficiently equipped to carry on the program. One of them should be selected with special reference to his proficiency in the sciences. High school programs are

traditionally narrow, because high school teachers have been so generally trained in the traditional courses.

For pupils who do not want to study a language, a three years' course is recommended of not less than sixteen periods per year, elected from the other subjects.

This course means work for the teachers, but I see no other way in which the small high school may serve the community and obey the law.

Permit me to say, in closing, that I have submitted a plan substantially the same as the one here outlined to a large number of teachers of small high schools, and almost without exception they have expressed the opinion that it can be successfully executed with two well-qualified teachers in the smaller of the small high schools and with three in the larger of the small high schools.

J. W. MACDONALD,

Agent of the Board.

DEC. 31, 1902.

APPENDIX D.

**REPORT OF HENRY T. BAILEY,
AGENT OF THE BOARD FOR THE PROMOTION
OF
INDUSTRIAL DRAWING.**

REPORT.

To the Board of Education.

I respectfully present herewith my fifteenth annual report, the twenty-fourth in the series since the establishment of the office of agent for the promotion of industrial drawing.

Number of visits to cities and towns,	161
Number of different cities and towns visited,	77
Number of schools visited,	297
Number of addresses given,	121
Number of institutes attended,	12
Number of visits to normal schools,	21

During the year I have inspected eleven exhibitions of drawing, held one hundred and twenty-five conferences by special request, prearranged, with superintendents of schools, school committees, teachers, supervisors of drawing and teachers who desired to become supervisors, and have written two thousand and forty-five letters. These figures approximate closely the average for the three preceding years, except in the number of conferences and in the correspondence; in these a marked increase is evident.

In addition to the routine work of the office, I have collected examples of our best work in drawing for my own use in addresses to teachers, and have been able, through the hearty co-operation of supervisors of drawing and school authorities in various parts of the State, to prepare, in response to urgent requests, representative exhibitions of drawings, which have been sent to Switzerland, France, Jamaica, Canada and Louisiana.

During the year interest in the adornment of school buildings and grounds has continued, and interest in village improvement has increased. The arts and crafts movement has influenced public school work more largely than ever before.

Manual training has gained ground because of a closer correlation with other school topics. Drawing in the elementary schools has become less technical and more useful, more enjoyable and more beautiful in its results, because of its closer relation to daily life. In the high schools drawing has made but little progress, for there it has not yet received the recognition it deserves.

Notwithstanding the statute requiring drawing in all schools, and the rule of the Board that high school graduates entering the normal schools shall come prepared in drawing; notwithstanding the urgent appeals of supervisors of drawing, the convincing arguments of psychologists and the growing public sentiment in favor of those courses which fit more directly for business life, — drawing in a majority of our high schools is still a mendicant.

Here are the figures, according to the latest returns secured by Mr. MacDonald: —

Number of cities and towns in the State,	. . . . .	353
Number maintaining a high school,	. . . . .	244
Number offering drawing in high school,	. . . . .	139
Number allowing drawing more than seventy-five minutes per week,		34

This showing challenges the attention of all who believe in the value of instruction in drawing, and suggests at once certain important questions. I propose to treat this subject of drawing in high schools under four heads: —

I. — HIGH SCHOOLS WITHOUT DRAWING.

Of the two hundred and forty-four high schools reporting, one hundred and five, or forty-three per cent., give no attention to drawing. The reasons given for this are many and various, but may be reduced to six having some show of validity: —

1. *Inefficient Teachers.* — High school teachers who can draw are extremely rare. Men and women who specialize in college or elsewhere, preparatory to teaching in high schools, combine languages, or a language and history, or literature and mathematics, or chemistry and physics, but seldom anything and drawing.

2. *Inadequate Teaching Force.*—Many high schools are attempting to carry the work of four teachers with a total of two. Drawing is dropped out, as a study of minor importance.

3. *Unsuitable Class Rooms.*—Music may be taught in an assembly hall filled with children; not so drawing. A teacher can seldom teach successfully a class of more than twenty or thirty at once, and these only in a room by themselves, and with proper equipment.

4. *Lack of Supplies.*—A single set of music readers will serve for an indefinite period, a single set of algebras or Latin grammars will last a year or more; but drawing requires fresh supplies continually,—paper, pencils, paint, charcoal, instruments of various kinds, to say nothing of still-life objects so often accidentally destroyed.

5. *Lack of Time.*—With a crowded program, a single session daily, and often an inadequate teaching force, time cannot be found for a subject which requires so much if results of any consequence are to be secured.

6. *Unbelief.*—In our high schools, on our school boards and in our communities are people who lack æsthetic feeling. The ascending of the morning means nothing to them but a call to the daily routine. They hear the noise of the birds, but no music; not one of the little songsters is known to them by name. They never lift their eyes to the sky except to know about taking an umbrella. The cloud chariots, the flocks of Apollo, the wings of the seraphim in the upper deeps, the visions of lands beyond the morning star, are nothing to them. The modest grasses decked in jewels for the sun they merely avoid as being wet. The companies of gladsome flowers, brightening the earth with color, filling the air with fragrance, wooing children to laughter and song, they see not and know not. The sweep of the open landscape; the reach of the sea alive with quivering air and pulsing breezes and sailing cloud shadows; the cool glooms of the forest at noon; the deepening shades of the upland pastures at sunset; the coming forth of the stars from their secret chambers,—all these splendid shows are lost upon them. In the realm of the arts they are equally bovine. They cannot tell one tune from another. They do not know a Turner from a Teniers, or a Botticelli

from a Burne-Jones. They pass and repass the far-descended venerable ornament exquisitely cut upon the porch of a colonial house, and know nothing of its presence, much less of its eventful history. They sit on Sunday in a church where the sacred symbols, first scratched with trembling hands on martyrs' graves, blaze forth their messages from glowing windows, or whisper them from the font and table and altar; but having eyes they see not, and having ears they hear not. Nature is to them a dim blur of things; the great world of art is to them a nonentity. A Latin grammar, a Greek text, an algebra, a geometry, a bank book, a mill sheet, a financial report, or perchance a flock of hens, is the measure of their horizon and the arc of their sky. Drawing, — the interpreter of nature, the language of the arts, — what can that mean to a man submerged in business, entombed in a shop, buried in a book? How can such men make room for drawing in the schools they manage?

And yet these schools are not altogether in a hopeless condition. Into one or another of them comes occasionally a fresh enthusiastic spirit, direct from some country college or the normal school, with a deep love for children and a faith in the future, having eyes that see and a heart with good, red blood in it. Presently that school passes over into the second group of schools, namely: —

II. — HIGH SCHOOLS THAT TRY.

The teachers in high schools of this class deserve great credit for their enthusiasm, their patience and their skill in management. Such schools are to be found, as a rule, in the smaller towns. The work is carried on without a special teacher, and sometimes without the frequent visits of a supervisor of drawing. Lessons have to be given in the assembly room, or in a small recitation room without adequate means or conveniences for placing objects to be drawn in either a good position or under proper light. The time allowance is small, rarely more than an hour a week; but the results in many cases must be called good, considering all the unfavorable conditions.

The following contribution by Mr. Sargent bears especially upon the work of schools of this grade: —

DRAWING IN COUNTRY HIGH SCHOOLS.

This State contains a number of high schools which, because of local conditions, can receive little or no skilled supervision in drawing. On the part of most of these schools there is an unwillingness to be entirely without the advantages that come from drawing. In others there is a readiness to devote the necessary time to drawing, if it can be shown that the results obtained will be commensurate with the time required.

The suggestions here given are intended especially for such schools.

Whatever artistic ideals may be desirable in a high school course in drawing, a few things should be given precedence. Without them there is small foundation for trustworthy artistic advance.

Foremost among these is the ability to sketch with facility things pertaining to school work. Valuable aid is rendered in the study of physics and chemistry by ability to draw the apparatus.

In scientific study, one capable of drawing the objects he is considering works with keener appreciation.

In mathematics, one who can discern and record proportions will see the truth of certain problems that would otherwise be appreciated with less facility.

Botany and zoölogy furnish abundant material for delineation. Drawing, which is a record of intelligent observation and experience, increases power to apprehend the objects under consideration. Facts of form and structure are more thoroughly understood as the pencil traces the plan of their construction and the proportions of their shapes.

It is not so difficult to acquire this power, even without expert instruction, as is generally supposed. Pupils who make a practice of comparing their drawings with the object which they represent, by placing the drawing beside the object and studying both from a distance, cannot fail to make steady progress. Seen thus, differences in proportions and characteristics will become evident. Object and drawing are seen each as a whole.

It is usually possible to secure a few good notebook drawings made by pupils in some other school. These posted on a bulletin board will prove of great assistance to pupils who are working without special instruction.

Some practice in the beginnings of orthographic projection is of great importance. This makes clear the principles of plans and working drawings. Pupils learn by such practice to think in three dimensions from suggestions expressed upon a surface of two dimensions.

These principles may be learned from a good text-book on mechanical drawing.

In such high schools as are under discussion, the work in design, color and picture study may well take shape from practical problems which occur in home and school and town environment. Suitable covers with appropriate designs and good lettering may be made for papers and notes on the various subjects of school work. These should be compared with good book covers and title pages which may be found in abundance in present publications.

Appropriate pictures may be selected for the rooms, and problems of framing and hanging discussed. Interest in arrangement of flowers in vases, or of plants upon the window sills, may be made to add much to the beauty of the room. In many schools the tinting of walls furnishes practical color problems.

Pupils should make a collection of pictures of typical architecture in connection with their history and classics, and also of good specimens of town and city architecture, such as public libraries, town halls, schoolhouses, churches, dwelling houses that are worth building and living in, and pleasurable to view from the outside. Here is an opportunity for the amateur photographer.

Magazine articles, books and daily papers furnish abundant material regarding artistic civic improvements. A collection of lantern slides illustrating such subjects may be had of the Twentieth Century Club, No. 2 Ashburton Place, Boston, Mass., at nominal rates.

In many towns the placing of shrubs, flowers and trees in the school yard is a problem worth consideration. Valuable information is gained by pupils of high school age in the discussion of suitable trees and plants for a particular location and climate. A plan may be made showing the yard as it might be, an ideal to be realized by the co-operation of the members of the school.

Pupils should also know something of good furniture, hangings, house decorations, etc. Advertisements and crafts magazines offer suggestions of all sorts from which the best may be selected.

The work which Mr. Sargent suggests is entirely practicable within the narrowest limits of time and money, and the results of such work, both to individual pupils and to the town, would be of incalculable benefit.

III. — THE AVERAGE SCHOOL.

In schools of this class drawing is regarded as a necessary evil, for which allowance must be made. Pupils are not encouraged to select it, time is but grudgingly allowed for it, and it is seldom ranked upon the same basis with other studies. The important studies in these schools are those which count in college entrance examinations, the important pupils are those preparing for college, and the most important are those who have in view the particular college represented by the dominant members of the faculty.

To those who are responsible for schools of this character, the recent action of Harvard College is deeply significant.

In January I received the first of a series of letters from Prof. H. Langford Warren of the Lawrence Scientific School of Harvard University, asking me to write the supervisors of drawing in cities and towns of seven thousand inhabitants and upward to participate in a conference at Harvard University on instruction in drawing in high schools, with reference to the course in architecture and engineering pursued in the Lawrence Scientific School.

This conference occurred on the 21st of May. It was opened by Professor Warren, who called upon Hon. Frank A. Hill, secretary of the State Board of Education, to preside. The State Board was represented also by Mrs. Kate Gannett Wells, chairman of the board of visitors of the State Normal Art School, and Principal George H. Bartlett, both of whom took part in the conference.

Professor Warren was the first speaker. He outlined clearly the plan which the university had in mind for bringing about a closer relation between high schools and the Lawrence Scientific School; namely, that the high schools should teach mechanical and architectural drawing and the principles of design in such a way that they may count among subjects for admission to higher institutions.

Miss Mary C. Wheeler of Providence, representing the private secondary schools, emphasized the necessity for a definite understanding with the colleges, and gave a summary of the reports from an international congress on drawing, held in

Paris in the summer of 1901, favoring such interrelations between secondary and college courses.

Mr. J. Frederick Hopkins, director of drawing for the city of Boston, expressed the opinion that such co-operation would result in mutual good, giving better high school graduates to the colleges and better college graduates as teachers to the high schools.

Prof. Paul H. Hanus said: Drawing should be pursued in high schools as a serious study. Too often the character of the courses and of methods in drawing would lead one to think of the whole subject as one for amusement only. It should be placed upon the elective basis in all high schools, and then pursued with a definite aim and a serious purpose, not only for its practical bearing on possible future courses in architecture, engineering or fine art, but for its value as a means of culture.

Prof. N. S. Shaler, dean of the Lawrence Scientific School, spoke of the value of drawing in all departments of science not only as a language, a means of graphic expression, but as a discipline to enable the mind to think in three dimensions. Many students entering the geological classes in the university can think in one dimension, some few in two, but those who can think in three dimensions are exceedingly rare. The study and practice of delineation is of very great importance in every department of science. The Lawrence Scientific School is disposed to do everything in its power to raise the standard of drawing in secondary schools, that when students come prepared in drawing its own work may be pushed farther towards perfecting students for their life work. The training given by drawing is larger than that which any single line of shop practice can possibly give. Students need drawing as they need writing.

Mr. F. L. Kennedy, of the department of engineering, emphasized the fundamentally important elements in mechanical drawing, — neatness, accuracy, adequacy, — as being especially important in high school instruction.

Dr. Denman W. Ross, of the department of architecture, presented pure design in its relation to the purposes of teaching, and made evident its claims as a necessary factor in public instruction.

After further discussion by Mrs. I. H. Ferry of Holyoke, Miss M. Medora Adams of Boston, Mr. James Hall and Mr. Gregory of Springfield, the following resolutions were unanimously adopted:—

1. *Resolved*, That the supervisors of drawing and other members of this conference heartily endorse the plans outlined by Professor Warren for establishing closer relations between the courses in drawing in high schools and colleges, and would co-operate heartily in an effort to place freehand and instrumental, architectural and mechanical drawing and design on such a basis that they may count among subjects for admission to the Lawrence Scientific School and other institutions of similar grade.

2. *Resolved*, That a course in architectural drawing would be a desirable addition to the courses now offered by the Harvard Summer School of Arts and Sciences, and that such a course would greatly facilitate the proper preparation of high school pupils for college requirements in drawing.

On June 4 the following letter was issued:—

HARVARD UNIVERSITY, June 4, 1902.

DEAR SIR:—At the invitation of the university, a conference was held on Wednesday, May 21, at Robinson Hall, Cambridge, with supervisors and teachers of drawing in Massachusetts, to get their opinion as to the practicability of establishing in the high schools a course in architectural drawing and the study of the orders, which should be substantially equivalent to the work of the first year in this subject given by this department in the program in architecture of the Lawrence Scientific School. The suggestions made by the department of architecture were so cordially received that the university has been encouraged to make architectural drawing one of the optional subjects in the admission requirements for the Lawrence Scientific School, to count for two points. Some of the high schools already give courses in architectural drawing which substantially cover this ground. There are probably many others which could meet the requirement by a comparatively slight modification of, or addition to, courses now given. There are still others which probably would not find it difficult to add such a course to their list of optional subjects.

The department of architecture desires to confer informally with masters of high schools and with others who may be directly interested in this project. The department is anxious to put the requirement into a form which the schools may most readily be able to meet and which may be most widely useful. . . .

You are therefore cordially invited to meet the instructors in the department to talk over this matter, in Nelson Robinson Jr. Hall, on Saturday, June 14, at 11 o'clock, and afterward to lunch at the Colonial Club at 1 o'clock.

Kindly let me know whether you can probably be present at the time named.

Very truly yours, H. LANGFORD WARREN,
Chairman of the Department of Architecture.

This second conference was held June 14. Professor Warren presided. After reviewing the minutes of the previous conference, and announcing the decision of the university to make architectural drawing one of the optional subjects in the admission requirements for the Lawrence Scientific School, to count for two points, Professor Warren presented an "Outline of Requirements in Drawing," and opened the discussion to all. Many participated. The consensus of opinion seemed to be that the requirements could be easily met by the larger schools, but that in the average high school the time devoted to drawing would have to be increased to about ten hours per week during the senior year.

President Eliot said that the Lawrence Scientific School had been a field for experiments afterwards affecting the college, and added: "The whole university is interested in the outcome of these conferences. I have recently examined all the courses offered by the university, and I find but one (the course in theology) in which a knowledge of drawing would not be of immediate value. The power to draw is greatly needed in nearly all the courses, and absolutely indispensable in some of them. Drawing should be studied as a mode of thought. A very large proportion of studies now train the memory; a very small proportion train the power to see straight and do straight, which is the basis of all industrial skill. The industrial quality is to dominate the future of America. Skill is essential. It must be acquired by the millions in the public schools. Eight years of drawing in the elementary schools is now practically thrown away, because it is not continued in the secondary schools and colleges."

As a result of these conferences, Harvard University now publishes an "Outline of Requirements in Drawing," copies of which may be obtained on application to the university.

IV.—HIGH SCHOOLS WELL EQUIPPED FOR DRAWING.

High schools well equipped for drawing are to be found, as a rule, in the cities and wealthy towns. Such schools have a special teacher of drawing, or command the services of the supervisor of drawing, who in some cases has one or more assistants especially for high school grades. One room or a suite of rooms is set apart for drawing, and equipped with kits, casts, still-life objects, reference books, photographs and other illustrative material. The amount of time given to drawing varies from an hour and a half to three hours per week. The attitude of the faculty is cordial and helpful. The results secured vary greatly, but the best, such as may be found in Boston, Brookline, Newton, Springfield, Holyoke, Somerville, Worcester and other cities, will compare favorably with the best work to be found in the best high schools outside the State.

Such schools can prepare pupils for the Lawrence Scientific School, the Institute of Technology or any other institution of similar grade, without greatly changing their programs. But, it may be fairly questioned, is the preparation of the few for higher institutions the legitimate work of high schools, if it involves the neglect of the many? Mr. MacDonald's report shows that in 1899 a little more than two per cent. of the pupils in high schools prepared for college and a slightly larger percentage for normal and technical schools, — a total for higher institutions of less than five per cent. of the whole. The ninety-five per cent., I believe, should receive chief attention, and all courses should be planned with reference to the needs of those who do not go on to colleges or technical schools.

It has been affirmed that the same course is best for all. The statement might pass unchallenged, if by the course best for all were meant the course best for the ninety-five per cent.; but when it is affirmed of the college preparatory course for the five per cent., one is inclined to question its truth.

High school courses should include at least three lines of work: one having as its aim a knowledge of the fundamental principles of the science of representation, one having as its aim skill of hand, and one having as its aim culture, — that which comes with an habitual right attitude toward works of

art, a knowledge of the best products of art and of the principles of design.

These three, so far as possible, should be one. For example, in a mechanical course, while all the individual problems scattered through the work of the lower schools are being gathered together and placed in proper relation to each other in a scientific study of structural drawing, with its sub-headings of geometry, projection and development, practical problems arising in the chemical and physical laboratory, the machine shop, the carpenter's shop, in the home, in short, in the daily life of the pupil, should be met and solved intelligently. Meanwhile, instruction should be given in the principles of structural design, in the modes of beauty and in the history of the great craftsmen. Examples of the best results of structural art should be studied from the actual things, if possible; from photographs, if necessary. The pupils should assist in gathering collections of instructive and suggestive objects, of photographs of things in town, such as guideboards, ornamental signs, lamp posts, hydrants, drinking troughs, fountains, monuments, band stands, park seats, porches, entrances, ornamental windows and doors, knobs, locks, hinges, knockers and all interior furnishings, household utensils and objects of art. All these should be studied, classified as good and bad, and utilized as the basis for original structural design.

In a freehand course, while the detached facts acquired in the lower grades in model and object drawing are being brought into harmonious relation and interpreted by a scientific study of pictorial drawing, with its sub-headings of perspective, color, light and shade, practical problems arising in the biological laboratory, the departments of history and literature, the school paper, the home, in short, in the daily life of the pupil, should be met and solved intelligently. Meanwhile, instruction should be given in the principles of composition, in the modes of beauty and in the history of the great artists. Examples of the best results of pictorial art should be studied from originals, if possible; from photographs, at least. The pupils should assist in gathering collections of instructive and suggestive examples, such as photographs of the finest views in the town in spring, summer, autumn and winter, common-

place views glorified by conditions of light or darkness or by the weather, of famous views elsewhere, reproductions of famous pictures and mural decorations the world over, book illustrations, photographs from people in action, animals and trees, which may be of use in perfecting the details of a drawing. These should be studied, classified as excellent and unsatisfactory, and utilized as the basis for original pictorial composition.

In a course in decorative design, while the elements made use of in the lower grades are being brought together and interpreted in a scientific study of design, with its sub-headings of adaptation, pattern and color, practical problems from the departments of domestic science, needlework, the school paper and school work in general, from the home, in short, from the daily life of the pupil, should be met and solved intelligently. Meanwhile, instruction should be given in the modes of beauty, in the historic styles of ornament and in the history of the great designers. Examples of the best results of decorative art should be studied from the originals, if possible; from reproductions, if necessary. The pupils should assist in gathering collections of instructive and suggestive examples. Every bit of historic ornament, Greek moldings, Roman capitals, Byzantine foliage, Gothic traceries (at least a score may be discovered in the buildings of any town in Massachusetts) should be known and photographed. The town should be ransacked for samplers, pieces of needlework from over sea, hand work of all sorts involving decoration of any kind. All this material should be studied, classified as beautiful and less beautiful, and utilized as the basis for original decorative design.

And these three courses have much in common, after all, for beauty is one. All the material gathered should be arranged as a school museum, to which all may contribute something and to which all may go for help. A school museum is as important from the point of view of the arts as a school library is important from the point of view of the "humanities," so called.

Every effort should be made to have drawing closely correlated with the other manual arts. A manual training department by itself is as absurd as a drawing department by itself.

One is the complement of the other. Each is incomplete without the other. Both are inefficient when unrelated to the other departments of the school. Life is one. A live school is one. Schism in the body means death to the severed member and suffering to the entire body.

High schools do not exist that colleges may exist. High schools are for the people. Their legitimate product is American citizens of "virtue, sense and taste." The college freshman is a by-product. High schools exist to hasten the coming of the time when wisdom shall be the possession of all men.

HENRY TURNER BAILEY,

Agent for the Promotion of Industrial Drawing.

Dec. 31, 1902.

APPENDIX E.

REPORTS ON SPECIAL SCHOOLS

COMPILED BY THE SECRETARY OF THE BOARD.

SPECIAL SCHOOLS.

It is the policy of the Commonwealth to make schooling as free for educable children whose defects forbid their attendance upon the public day school as it is for their more fortunate fellows. It provides for their care and education in the following special institutions, to which eligible persons may be sent in accordance with the provisions of chapter 39, Revised Laws, and upon recommendation by the Board of Education to the Governor : —

1. The American School at Hartford, Conn., for the Deaf, JOB WILLIAMS, L.H.D., Principal.
2. The Clarke School for the Deaf, Northampton, Miss CAROLINE A. YALE, Principal.
3. Horace Mann School for the Deaf, Boston, Miss SARAH FULLER, Principal.
4. Sarah Fuller Home for Little Deaf Children, Medford, Miss ELIZA L. CLARK, Matron and Principal.
5. New England Industrial School for Deaf Mutes, Beverly.
6. The Boston School for the Deaf, THOMAS MAGENNIS, Superintendent.
7. Perkins Institution and Massachusetts School for the Blind, Boston, M. ANAGNOS, Director.
8. The Massachusetts School for the Feeble-minded, Waltham, WALTER E. FERNALD, M.D., Superintendent.

REPORT OF THE AMERICAN SCHOOL AT HARTFORD, CONN., FOR THE DEAF.

REPORT OF THE PRINCIPAL.

The attendance for the school year 1901–1902 was 177. Of these, 13 came from New Hampshire, 9 from Vermont, 75 from Massachusetts, 79 from Connecticut, and 1 from New Brunswick.

The year was one of uninterrupted work and steady progress. There was no severe illness during the year, and no occurrences of an unusual or disturbing nature. Seven pupils, 5 boys and 2 girls, were graduated at the close of the year. The boys soon found employment at creditable wages; the girls are making themselves very useful members of the family at home.

A serious annoyance and a detriment to the school are caused by the tardiness of a few pupils in returning to school at the opening of the term. There are exceptional cases, when, on account of illness or other unavoidable circumstance, tardiness cannot be avoided, — of these we make no complaint; but where the laxity or indulgence of parents allows the child to fritter away one, two or three weeks, causing loss to the child, great annoyance and extra work to the faithful teacher and serious hindrance to the whole of the class of which he is a member, we feel that there is no excuse, and the parents may be justly blamed.

Another serious matter is the withdrawal of pupils before they have finished their school course, that they may be put to work. There may be cases where that is necessary, but too often the cause is want of appreciation of what an education means to a deaf child. The lack of it means very much to any child, but it means still more to a deaf child. At the best he is seriously handicapped in life's struggle, and should be allowed to take the full benefit of every opportunity afforded him.

The new industrial building was completed and occupied in December. It is a very substantial brick building, 40 by 85 feet, and is of factory or slow-burning construction. On the first floor are the cabinet shop, lumber room, ironing room and cooking room. On the second floor are a finishing room for the cabinet shop, the sloyd room, the sewing room and the dressmaking room. On the third floor is a large hall, now used for gymnastic exercises and for the social gatherings of the pupils, but intended ultimately for a gymnasium, when some friend of the school interested in the physical development of the pupils shall be moved to furnish the means to fit it up for that purpose.

These new quarters enable us to carry on the industrial instruction much more satisfactorily than we were formerly able to do. The sloyd room affords an opportunity to begin the industrial training at an earlier age than we could before. It not only affords training for the hand, the eye and the head, but is a source of great pleasure to the little fellows who spend an hour and a quarter a day at it. Thirty boys in two classes of 15 boys each receive instruction in this branch; 32 boys in two classes of 16 each are instructed in cabinet making each one and a half hours a day.

The cooking class receives a lesson of two and a half hours every Saturday morning. The aim is to make these lessons as practical as possible. At each lesson a plain, substantial meal for a small family is prepared and cooked just as it should be in the home. Bread or biscuit or rolls is made every week, and some kind of meat or fish or fowl is cooked with vegetables generally. Occasionally cake is made, and the class have had a little experience in canning fruit and making jelly. Every member of the class is enthusiastic over this work, as much so as the boys are over their football practice.

Thirteen girls receive instruction in dressmaking three hours a week, and 40 girls instruction in plain sewing two hours a week. All this industrial training comes outside of the regular six hours of day and evening study.

The instruction in the schoolrooms was carried forward systematically, energetically and with gratifying results. Good progress was made in speech, lip-reading, written language and in general development through the studies pursued. The pupils are encouraged to read the newspapers, and pains are taken to keep them informed of current events. There were the usual social and religious gatherings throughout the year.

The deaf child is very seriously handicapped in pursuing his education, but he is to be highly commended for what he accomplishes.

THE CLARKE SCHOOL FOR THE DEAF, NORTHAMPTON.

REPORT FOR THE CORPORATION.

To the Board of Education of the State of Massachusetts.

GENTLEMEN : — The number of pupils in the Clarke School during the past year has been 146. Of these, 121 were supported by the State of Massachusetts, 9 by Vermont, 6 by New Hampshire and 1 by Connecticut. The number of pupils for whose tuition and care payment has been made by their own parents or guardians has been 8. One boy from Syria has received free tuition.

The health of the school has been good and the progress of the children satisfactory. No pupils were graduated at the close of the year. There will be a class of probably 4 graduated next June, and it would afford both encouragement and pleasure to the toilers in the school if your honorable body might be represented by two or three of its members on that occasion.

In making the report for the past year, I wish particularly to call your attention to the exacting character of the labors imposed on the teachers of the oral method. No patience is too ample, no mental energy too forceful, no physical power too vigorous, for the task of bringing into the society of the human family children who begin life isolated and handicapped by deafness. The first efforts to give such a child the idea of the relation between things and words require the closest attention and unvarying persistence. Progress is secured only by incessant repetitions, and when once the initial difficulties have been overcome, the advance in most cases cannot be rapid.

Under the present method of receiving pupils into the Clarke School, some are admitted whose capacity is so limited that the undertaking is found after a few months to be impossible. But experience has shown that the great majority of deaf children can so far learn articulation and lip-reading as to be capable of communication with the members of their own families, while many succeed in attaining a proficiency that enables them to converse with strangers. Occasionally a pupil gains such a mastery of language as to be able to pursue studies in higher schools of learning. Since the graduation of

young Fechheimer at Columbia three years ago, two of our graduates have secured degrees at Harvard, and a third has there prosecuted successfully important studies in a special course. But ordinarily the vocabulary of such children is at the best limited, — a fact which those who attempt conversation with them sometimes forget. A careful effort to pronounce the words slowly and with some emphasis on the muscular movements of the vocal organs facilitates understanding, and helps even the best-trained pupil to grasp the meaning of a sentence uttered by a stranger. It is the patient continuance of such efforts through years of teaching, combined with gentle sympathy with those who seem to contend with nearly insuperable difficulties, that calls for the warmest admiration and honor for their teachers. If the people of this Commonwealth could fully appreciate the loving labors of the teachers in this school and of the attendants who join in the plays of the children and encourage them to speak rather than make signs to one another outside of the schoolroom, there would be an earnest desire to put at the disposal of those teachers the largest facilities for the successful prosecution of their work. The school needs at present a commodious and well-ventilated building for purposes of instruction, in which there should be an assembly hall with seating capacity for all the pupils and their friends who on certain occasions desire to form part of the audience. There should also be in the building a museum with models of flowers and birds and the physical features of different countries and other natural objects, and especially apparatus illustrating the progress of civilization. We do not ask that the State should erect and equip this building. We ask your honorable body, which has the advancement of education in the State so deeply at heart, to bring with the endorsement of your approval the need of such an enlargement of our resources before the minds of any able to appreciate and encourage the touching and thorough work of the school. We would in this connection again remind you that the average annual cost for the teaching and care of each child is still at least \$30 above the price paid from the treasury of the Commonwealth. We call attention also to the fact that, with the increased cost of living, the difference for the current year is certain to be greater.

There are families in the State which prefer the combined

method of instruction for their unfortunate children, and for such families the State makes generous provision by offering the excellent opportunities existing at Hartford. I do not intend to intimate that the same loving patience and heroic fortitude are not demanded for teaching deaf children under that method. Whether the demand for the high development of these qualities is as severe as where the oral method is exclusively employed, I cannot say. But, in considering whether the Commonwealth should require the parents and guardians of every deaf child to avail themselves of the advantages freely provided by the State under one of these methods, as I urged in my report last year, it should not be forgotten that a true home is offered in the place of the natural home for a period of ten years, and that the children entering this home are put into relations for them morally and spiritually as well as intellectually normal, *i.e.*, more in accordance with their condition than those existing in the average family. The value of their future to the Commonwealth will, of course, be incalculably greater if they receive this education. This is secured in hardly a single case at the cost of a loss of comfort or love or gentleness. On the other hand, there can be no doubt that the greater breadth of vision and the larger power of co-ordination to social relations are gained under conditions of great comfort and happiness. It is certainly cruel to allow any weak sentimentality or prejudice, or senseless clamor about the invasion of family rights, to deprive a deaf child either of the happiness which the loving guidance of wise guardians and the companionship with equals secures, or of the immense advantages with which the present skillful training equips, or rather endows, the child for the tests and duties of life.

The attitude of the modern State toward deaf children, as compared with that of the Hebrew theocracy or that of the enlightened Greeks and Romans, illustrates clearly the momentous revolution which Christianity has introduced into social relations. That the time has come when modern society should not merely provide instruction for these unfortunates in the most generous way, but should actually see that this provision is enjoyed by each deaf child not otherwise efficiently taught has been endorsed by the educational authorities in several

European States, and is the conviction of the corporators of this school. Massachusetts has the proud record of doing more for school education than any other American State. Her universities and colleges are among the very foremost in our land. In generous and watchful care for those deprived of any sense, no State surpasses her. If one considers the thorough work done by the Clarke School during the last thirty-five years for several hundred deaf children, one or more of whom has come from and returned to nearly every township of the State with new relations to society and a new joy in life, is it unreasonable to hope, on the one hand, that every facility for enlarged instruction and for the greatest physical soundness will be provided for the deaf children and their teachers, and, on the other, that every deaf child within the borders of the State will be tenderly sought out and lifted into the largest attainments and the highest enjoyment possible?

As the population of the State increases, the number of deaf children also increases. As enlightened ideas prevail, larger value is set on the oral method of instruction. As expenditure for common school education constantly grows, it cannot be expected that in this most difficult branch of that education there should not be the need of constantly enlarged expenditure.

That Massachusetts should take the leading position in her care for deaf children, not only in America but in the world, is in accordance with her traditions and is doubtless the desire of her loyal citizens.

The corporators of the Clarke School look with confidence to your honorable body for the cordial support of every measure tending to advance the great cause of the education of the deaf children of the State.

For the corporators,

FRANKLIN CARTER.

HORACE MANN SCHOOL FOR THE DEAF, BOSTON.

REPORT OF THE COMMITTEE ON THE HORACE MANN SCHOOL.

IN SCHOOL COMMITTEE, BOSTON, Dec. 9, 1902.

The committee on the Horace Mann School submit their annual report, as follows: —

The school year opened Sept. 11, 1901, with 116 of its pupils of the previous year, — 59 boys and 57 girls. Twenty-five pupils were admitted during the year, and 8 left the school. The total number at the close of the school year in June, 1902, was 133 pupils; of these, 90 were residents of Boston.

The graduation exercises in June were attended by a large number of appreciative visitors. Twelve pupils, 5 boys and 7 girls, having completed the course of study satisfactorily, received diplomas. Nine out of the 12 graduates received practically all of their education after entering the Horace Mann School. The class parts were well rendered, and in the main were easily followed by the audience. The individual thought of the pupil was more apparent than in similar exercises in many schools, — an indication that the work of the Horace Mann School is true education. The musical selection given by the class, with piano accompaniment, was an encouraging presage of the possibilities for the deaf. The pupils stood around the piano, and by touching it and following its vibrations were able to produce more harmonious results than are sometimes attained by those who can hear. The piano is of great value as an aid to the pupils in getting conscious control of their voices. Class exercises for this purpose are practised by all of the grades, and gratifying results are obtained. The gain from year to year in the acquisition of smooth, natural tones, and in a nearer approach to delicate, fluent speech, is evident even in primary classes.

During the past year the untiring efforts of the teachers and the generally hearty co-operation of the pupils have made the work of the class rooms successful and profitable, and have helped to strengthen the school in its position among the other public schools of Boston.

That all deaf or partially deaf children who need the special

training and care given by this school may share its advantages, we would urge upon teachers in the primary and lower grammar grades constant watchfulness to discover pupils who are suffering from dulness of hearing. These pupils should be given a careful examination by an expert aurist, and if necessary be transferred to the Horace Mann School. Years of valuable school time are frequently sacrificed to a misconception of the needs of pupils who have not a normal degree of hearing. They are too often considered dull, inattentive and indifferent, when they are simply unable to hear what is said by those about them.

The visiting day in May attracted many beside the friends of the pupils. The display of handiwork was equal in quality to that of any public school in the city. All types of work in this line were shown, from the paper cutting and clay modeling of the lower grades to the cookery, dressmaking and wood carving of the higher. The boys as well as the girls have had lessons in cooking and sewing, and have shown special interest in the making of confectionery, which, as the foundation of a useful trade, may be helpful in after life.

A class from the Horace Mann School did notably good work on another public occasion during the year. This was the exhibition given by classes in physical training from the schools of Boston and vicinity in the hall of the English high school. The older pupils of this school, under direction of the teacher, Miss Weaver, went through a drill in marching with credit to themselves and the school.

The classes in cookery are now taught in the Horace Mann building. This is a great comfort and convenience both to pupils and teachers. The first lesson in the newly fitted rooms was given on January 24. A few weeks later, dainty, attractive luncheons were served by the girls of the graduating class, under the direction of Miss Bachelder, teacher of cookery. Members of the school board, parents, teachers and other friends were the guests of the pupils on these occasions.

There are several lines of work based on the knowledge gained in this department which may afford these deaf pupils the means of a livelihood. The preparation of foods in their own homes, for sale through agencies, like the Woman's Edu-

cational and Industrial Union, is a suggestion worthy of notice. Especial emphasis is laid upon handicrafts in this school, with the aim of aiding deaf boys and girls to take places in the front ranks of wage earners. Evidence of the faithful, skillful work which has been done by the pupils who have gone out from this school is afforded by their continuance in positions and by an increase in compensation.

It would seem desirable to add some instruction in the use of typewriters; for, while deaf persons cannot compete with others in stenography, they might become copyists, and be helpful in filing, correspondence, etc.

Instruction in drawing (following the "course of study" laid out for the public schools) has been given this last year to grades I., II., III., and IV., in all of which the work was satisfactory, the children with hardly an exception showing much interest in the work. During the past year the pencil has been the medium for expression; for the coming year, plans have been made to introduce work with brush and color to a great extent. During the next year the drawing is to be introduced also into grades V. and VI. A number of artistic models for class room work was purchased last spring with money given by a friend of the school.

Manual training in paper construction was given to grade I., divisions 1 and 2, with very successful results, shown in accuracy and independence, as well as in interest in the work. Instruction in cardboard construction was given in grade I., division 3, grade II. and grade III. Here, again, the pupils were much interested in this occupation and the results were excellent.

In sloyd, all the boys in grammar grades have had instruction, and quite a number of girls; with the latter it has, however, been elective. Great independence was shown by one of the boys of the graduating class in designing and working out his models, and in making his own designs for pyrography decoration. Pyrography was introduced for the first time among the pupils of the ninth grade.

The amount and quality of work accomplished under the teacher of sewing have been most satisfactory. Some of the boys have shown an unusual aptitude for the work, and one

has rendered much assistance to his mother in sewing out of school hours, thus putting his knowledge to a practical use. He manages the sewing machine with commendable skill and care. All of the girls have brought to their lessons interest and a desire to excel. Forty pupils, 33 girls and 7 boys, have received instruction in sewing during the past year.

There are now numbers of graduates of this school whose work in other schools and in various business positions is closely watched by Miss Fuller and her able corps of assistant teachers. A single case may be instanced. Tileston Chickering, a member of the Horace Mann School for six years, prepared for college at the Berkeley School. His own persistent efforts and the helpfulness of some of the teachers who believed in his ability made it possible for him to enter college. From the Lawrence Scientific School of Harvard University he was graduated in June, 1902. He will become a civil engineer.

Three other deaf students were members of the same class at Harvard. There is no record that the university ever before bestowed a regular degree upon a boy deaf from infancy. These young men have done full work like others, but have depended wholly upon their eyes to accomplish that usually requiring both sight and hearing. One professor sacrificed his beard that these pupils might better follow his lectures.

In common with others, this school has much reason for regret at the loss of Mr. Peterson's wise, helpful care for its work and interests. He was the immediate successor of Miss Lucretia Crocker as supervisor of the Horace Mann School, and, without interruption, from the time of his appointment gave to it devoted, faithful service.

This school has also suffered the loss of a kind, sympathetic friend by the death of Mr. Joseph B. Glover, whose annual gift of money brought needed help in various ways.

Respectfully submitted,

ANNA BARROWS, *Chairman.*

AUGUSTINE J. BULGER.

DANIEL S. HARKINS.

JOSEPH MORRILL.

MARK B. MULVEY.

SARAH FULLER HOME FOR LITTLE DEAF CHILDREN.

This Home School was founded by Mrs. Louise Brooks, and incorporated in June, 1888. It is on Woburn Street, West Medford, within fifteen minutes' walk of the station on the Boston & Lowell Railroad. It is for the purpose of giving a home, with care and instruction, to such little deaf children as are too young to enter the Horace Mann Public School for the Deaf, and also for those whose parents or guardians cannot give at home the preliminary instruction which the loss of hearing renders necessary. It is not the intention of the management to develop the Home into a large institution for many children; its ambition is to improve the quality of its work, and to make the Home a model for similar schools elsewhere.

The receipts of the Home from June 1, 1901, to June 1, 1902, including a balance from the preceding year of \$7,829.81, were \$13,417.20; and the expenditures were \$4,269.21, leaving a cash balance of \$9,147.99.

The following are the funds of the school:—

The Sarah Fuller Home fund,	\$18,824 50
The Ellen R. Dwight scholarship,	5,000 00
The Frances Mary Mackay fund,	10,060 00
The special instruction fund,	510 00
	<hr/>
Total,	\$34,394 50

From the fourteenth annual report of the Home, by Julia W. Dalrymple, a member of the corporation, the following extract is taken:—

It is most interesting to watch a child from its reception into the Home through its two or three years' stay. Invariably there is a broadening of its nature that is especially gratifying to its parents. They never fail to speak words of appreciation to the matron, to whom so much is due.

But Miss Clark [the matron] feels that the effect of kindergarten influences has been decidedly noticeable in their work as well as in their daily conduct. It is a pity that the songs and games, forming a large part of the kindergarten system, are lost to these children; but the occupations, drawing especially, have gained in importance through this loss. This year, for the first time, the children have

gone voluntarily to the board to draw. There could be no better testimony than this to the excellence of Froebel's system, for we remember that Froebel believed that there was no better medium through which the child expresses his thoughts than through drawing. If this is true of hearing children, how great a help must it be to deaf children, who are so sadly hampered in their means of expression.

Lessons in kindergarten were first introduced as an experiment into the Home curriculum in 1896. It soon ceased to be an experiment. Each added year has reaped fresh benefits for both pupils and teachers, and Miss Clark feels that the children have been more like normal children during the past year than at any time in the history of the Home. Where previously they have been difficult to amuse, and without apparent concentration of purpose in any direction, they now are self-reliant and helpful to an unusual degree. They make known their preference for toys and games, and provide their own amusements to a great extent.

To those who understand how much of the development of the normal child is due to play, this focusing of interest on the part of the Home children will carry deep meaning.

It is a matter of congratulation that the oldtime method of enunciating with a great deal of force has been replaced by the more reasonable and attractive method of directing the impulse from the diaphragm, and the children's voices are correspondingly gentle and pleasing. This is a point which attracted the attention of a recent visitor, Mr. Giulio Ferreri, vice-director of the Royal Pendola Institution for the Deaf in Siena, Italy, who is at present making a study of educational institutions in this country. He commented with great interest upon the fact, which he at once grasped, that the old method of directing the child's attention to the various organs of speech must bring about a constriction in the organs and an unpleasant quality of tone.

We wish to make especial mention of the kindness of Dr. Kennedy and Dr. Sargent, who have responded generously to all calls from the Home children.

The Home has suitable accommodations for only 10 children, not including Mary Eagan, who has been a member of the Home family since 1888. The management believes that a family of 10 is an ideal number, but to attain the best results it is desirable that those who carry the burden of responsibility should have that untroubled faith in the future which can come only through freedom from financial anxiety.

We acknowledge gratefully a gift of \$500 from Miss Amelia de Ford Lockwood, in memory of her mother, Mrs. Sarah Fuller Deming

Lockwood. Miss Lockwood's gift is intended to be the nucleus of a special instruction fund.

A further gift of \$10,000 has been received from Hersey B. Goodwin and Amelia M. Goodwin, as executors of the will of the late Frances Mary Mackay of Cambridge, Mass., upon the understanding that the principal shall be held as a fund to be known as the Frances Mary Mackay fund. The management has tried to express to Mr. and Miss Goodwin its appreciation of this important addition to the resources of the Home.

The practical co-operation of certain children of West Medford again has found expression in a check for \$170.15, the proceeds of a fair held at the residence of Mrs. J. W. Phinney.

It is with continued hope for help in the future that we close this record of good done in the past by the Sarah Fuller Home.

NEW ENGLAND INDUSTRIAL SCHOOL FOR DEAF MUTES.

BEVERLY, MASS., Jan. 1, 1903.

To the Board of Education of the Commonwealth of Massachusetts.

In compliance with chapter 70 of the Resolves of the year 1902, the trustees of the New England Industrial School for Deaf Mutes submit the following report of the expenditure of the sum authorized by said resolve:—

Balance Jan. 1, 1902, \$292 38

Receipts:—

Contributions,	\$2,030 06
Farm account,	679 59
State appropriation,	4,500 00
Loan, Beverly National Bank,	1,500 00
	<u>8,709 65</u>
	<u>\$9,002 03</u>

Expenditures:—

Groceries, coal, etc.,	\$2,369 57
Salaries,	1,621 82
Farm account,	1,530 45
Loan, Beverly National Bank,	1,500 00
Painting and repairs,	502 66
Interest and insurance,	86 32
	<u>\$7,610 82</u>

Balance Jan. 1, 1903, 1,391 21

\$9,002 03

Amount due on outstanding accounts,	\$728 47
Amount due on salaries,	305 44
Amount due on loan, Beverly National Bank,	1,000 00
	<hr/> \$2,033 91
Amount of permanent fund, Beverly Savings Bank,	\$2,560 13

Respectfully submitted,

JOHN W. CARTER, *Treasurer*,
ROBERT R. ENDICOTT,
CHARLES WOODBERRY,
PATRICK J. LYNCH,
SAMUEL COLE,
ALBERT BOYDEN,
EDWARD L. GIDDINGS,
Trustees.

THE BOSTON SCHOOL FOR THE DEAF.

The total number of pupils now in attendance is 40, — 22 girls and 18 boys: preparatory class, 5; first grade, 10; second grade, 10; third grade, 9; fourth grade, 6.

A synopsis of the work of the first, second and third grades has been given in our previous reports. At the reopening of the school in September, 1902, a fourth grade was added, the course of study being as follows: —

Language. — Continuation of and drill on third grade work. New principles taught, use of passive voice, verbal adjectives and nouns, comparison of adjectives, causal clauses, direct and indirect quotation and relative pronouns.

Arithmetic. — Text-book prepared by the teacher. Abstract work in addition, subtraction, multiplication and division of numbers not exceeding 1,000. During the second term much time is devoted to concrete work, which up to this time has been but sparingly dealt with.

Geography. — Text-book prepared by the teacher. Taking up the work of the third grade, the teacher now proceeds to people the continents with children, telling the stories of the children of the different races, talking about their lives, their homes and parents, the plants and animals they see about them. At this point almost everything the pupils see may be made

the subject of a lesson. For instance, the children, having learned that sugar is obtained from a plant which grows in a warm climate, will soon begin with eager questioning minds to inquire where their coffee comes from, what bread is made of, where the wheat grows, what their clothes are made of, and where the manufacturer obtained the material of which the clothes are made. The coal they see burned, the stone used in buildings, the silver used at table, — all these must be told about as simply as possible, the teacher usually allowing the children's interest as shown by their questions to point out the path she shall follow in teaching them the principal animal, mineral and vegetable productions of the various countries.

History. — This branch is not taught as a separate study, but stories of historical interest are told to the pupils and given for reading matter whenever an opportunity offers. Their increased knowledge of language makes much more work possible in this line than in former years.

The teaching of speech and speech-reading may be said to be uninterrupted, as all lessons are taught by speech, and almost all are recited orally.

Penmanship. — The Spencerian system of writing is used in all the classes. The pupils show a marked improvement yearly.

Drawing. — Form study, — ellipsoid, ovoid, cone, pyramid, vase forms and objects like these types; nature study, — plants, animals and birds; study of pose; color study, — tones and tints, six leading colors and their tints; paper cutting and pasting; language expression, oral and written; imaginative work.

In recognition of the great educational possibilities of sloyd, during the past year a sloyd room has been fitted up in the school, and in September, 1902, work was begun with the boys of the third and fourth grades. The course pursued is that outlined by Mr. Gustaf Larsson, principal of the Sloyd Training School, Boston, Mass., for boys between the ages of twelve and fourteen. The work is individual as far as possible, each boy being encouraged to work as fast as he can and as well as he can.

It is a great pleasure to see the moral effect sloyd is having

on the boys. That their finished work may be acceptable, they must be attentive, exact and persevering. Again, they are looking forward with unselfish pleasure to the time when they will be able to make a pretty shelf for mother, a coat hanger for father, or a swing board for the little brothers and sisters at home.

Thus, while a knowledge of the use of tools is being given and their muscles are being strengthened and developed, their higher nature is being appealed to, and surely we may anticipate good results.

Sewing. — Notable progress has been made by the sewing class. The pupils on entering this class begin the simplest work, and continue step by step until they have finished the course and turned out creditable work.

The attending physician, Dr. James P. Broidrick, reports the following cases of illness: measles, 11; typhoid fever, 1; indigestion, 4; diphtheria, 1; tonsilitis, 3; pneumonia, 1; heart trouble, 1. Of these, all recovered with the exception of the case of heart trouble. This pupil died at the City Hospital, whither she had gone for treatment. During the prevalence of variola, 16 pupils were vaccinated.

The usual attention was given during the year to the examination and treatment of the ear and throat by Dr. T. J. Reardon, the otologist of the school.

The Governor of the Commonwealth, attended by the members of his council, visited the school on Dec. 11, 1901.

It would be difficult to find a happier company of children. Perfect freedom is enjoyed by each, while those in charge have full control, the children obeying through love rather than fear. During the year they have attended entertainments from time to time; they have visited country places on excursions; they have enjoyed long walks through our beautiful parks; and, in all, they have unconsciously acquired new language and new power of description relative to objects of interest previously unknown to them. The holidays are spent in a most enjoyable manner, in learning games and pastimes peculiar to such days, so that in future they may enjoy them as their fellow beings. A marked intelligence is shown by the majority of the pupils relative to subjects which have enlisted their interest.

The residences of the pupils are as follows : Boston, 3 ; South Boston, 5 ; East Boston, 1 ; Jamaica Plain, 5 ; Malden, 4 ; Roxbury, 3 ; Saxonville, 1 ; Haverhill, 1 ; Fitchburg, 3 ; Chelsea, 1 ; Merrimac, 1 ; Wakefield, 1 ; Stoughton, 1 ; Lynn, 3 ; Walpole, 2 ; Melrose, 1 ; Concord, 1 ; North Abington, 1 ; Cambridge, 2.

The school opens on the third Wednesday of September, and closes on the third Wednesday of June.

THOMAS MAGENNIS,
Superintendent.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

The whole number of blind persons connected with the Perkins Institution at the beginning of the school year, Oct. 1, 1902, was 278. Of these, 169 are at the school in South Boston, 90 in the kindergarten department at Jamaica Plain and 19 in the workshop for adult blind men and women.

The number in the school may be thus subdivided : —

Pupils in the boys' department,	72
Pupils in the girls' department,	84
Children in the kindergarten,	90
Teachers and employees,	10
Domestics,	3
Beneficiaries of Massachusetts : —	
At beginning of year (Oct. 1, 1901),	153
Admitted during year,	25
Discharged during year,	15
At present time,	163

The work of the school has proceeded pleasantly and uninterruptedly during the past twelve months, without startling changes or the disorganizing influences of sickness or disaster ; and in almost every direction satisfactory results have attended the earnest efforts which have been put forth by teacher and pupil alike.

The especial function of this school and its broad and high-minded aim is to bring within the reach of the blind child, so far as it is possible to do so, every advantage which is offered

through the public schools to his seeing brother, and to lead him to such an appreciation of the world's best thoughts and deeds as shall inspire him to seek to develop his own capabilities of action and expression.

The trustees have thus reported to the members of the corporation upon the fundamental principles on which the scheme of the education of the blind, arranged by Dr. Howe, was based: —

The institution has just completed the seventieth year of its existence. In the life of a school the period of three-score and ten years does not tell the same tale as it does in that of a human being, for the building and the development of an educational establishment require a much longer time than the growth and maturity of a man.

In many of its principal points the school was modeled by Dr. Howe after those which he visited and examined in Paris and Great Britain, but in some of its most essential characteristics it differed so radically from its prototypes and formed such a peculiar departure from their standards that its foundation marked a distinct era in the intellectual, moral and social elevation of the blind of America.

Thus, while Dr. Howe copied many of the pedagogical features and mechanical processes of the European asylums, he imbued his work with a spirit widely different from theirs. With far-reaching wisdom and great care he strove to make his pupils self-reliant, and to develop in them an earnest desire for individual independence and for the acquisition of those qualities which make for true manhood and womanhood. The idea of self-help and of entire freedom from the taint of alms permeated so thoroughly his system of training, and was so deeply rooted in all his plans and arrangements for the physical, mental and moral development of the blind, that from it sprang up in the course of time a stately tree of education, which is bearing noble fruit.

The school built by Dr. Howe has served as a model in the organization of all kindred institutions in this country, and has led the way in every important movement. It has kept abreast of the times, introducing new appliances and making important improvements on those already in use, and has become a potent force in the amelioration of the condition of the blind. Moreover, it has rendered great service to the cause of general education, while in its special field of operations it has achieved results which not only invite admiration for their intrinsic worth, but give promise of greater things to be accomplished in the future. The fact that the work of all the Ameri-

can institutions for the blind is still carried on upon the principles which were planted in the New England institution by its founder seventy years ago, bears convincing testimony to the excellence and soundness of those principles, and to the sagacity and foresight of the man who chose them.

In the literary department careful attention has been given to the best methods and most rational forms of instruction, which will induce the pupil to investigate and observe for himself, and thus fix truths permanently in his memory. The objective method, which has everywhere so largely replaced the former stultifying forms of instruction, is found to be the most conducive to the achievement of this end; and for its pursuance a well-arranged and extensive museum of natural objects and a laboratory for chemical and physical research are important parts of the equipment of the school.

The study of literature is made a distinctive feature of the course, for this branch contains in a high degree the power of developing the æsthetic nature of these blind pupils. Indeed, rhythm in poetry or music is to the blind what beauty of form or coloring is to the deaf, while each is debarred from participation in the pleasure of the other. Thus, poetry is deeply and subtly felt by the blind in the innermost part of their being, and they gladly seek ever a fuller and richer acquaintance with the works of the poets.

The progress made in this department has been thus summarized by Mr. Anagnos in his report to the trustees:—

The various branches of study which are included in the school curriculum have received their due share of attention, and in most of the classes the subjects have been presented in such a simple and natural way as to excite the curiosity of the learners, enlist their interest and thus readily reach their understanding.

The methods of teaching conform strictly to the requirements of modern pedagogy, and are calculated to carry out to its logical conclusion the principle of "learning by doing," which was first enunciated by Froebel in the kindergarten. The pupils are placed under the care and guidance of diligent and capable instructors, and are given good opportunities to gain knowledge through their own exertions, to acquire habits of industry and research and to become thorough students, closely attentive and keenly observant, exact in

their recollections and logical in their judgment, clear in their thinking and accurate in the expression of their thoughts and ideas.

We deem it of the utmost importance to pay constant attention to the development and thorough training of the reasoning faculties of the scholars. For the attainment of this end everything is directed toward creating in them a habit of thinking for themselves, and of applying their own analytical powers to all problems in the class room. They are not made to acquire, by a mere effort of memory, a list of facts which have no meaning to them, but are encouraged and required to pursue a rational course of investigation in every study, and to learn the "why" for all things as they go along. They are thus engaged in actual intellectual exercise, and they can use intelligently what knowledge they accumulate. The result of this is a real awakening and growth of the mental faculties.

To music as to no other study does the blind pupil gladly surrender his time and thought and earnest effort, for the "concord of sweet sounds" appeals to him in its fullest and deepest intent, and calls forth his highest and best emotions and sentiments. Because of his unhindered possession of this realm of beauty and pleasure, and because the training in this direction is a powerful agency in the mental development of the student, the musical department of this institution is recognized as an integral part of its organization, and no pains are spared to make the arrangements and equipments the best of their kind, and to give each pupil thorough instruction in the playing of one instrument at least, and in the theoretical studies relating thereto.

The director has thus characterized the importance of this study : —

Music is a living movement of the spirit, and the study of this art one of the most valuable branches of education. It quickens the perceptive faculties through exercise in rapid discovery, recognition and concentration, sharpens the power of discernment, awakens delicacy of insight, cultivates the memory and the judgment, engenders the appreciation and love of the beautiful in art, and promotes the development of the æsthetic nature and the formation of character, which are the most important objects aimed at by education. According to Berlioz, this art alone speaks at once to the senses, the mind, the imagination and the heart.

It is unquestionable that the blind as a class are exceedingly fond of music. This fondness of theirs is easily explained by the limitations which their infirmity imposes upon them in their relations with the outer world. Cut off as they are from the many pleasures and activities of life, and from the innumerable objective attractions and diversions which the sense of sight affords to its possessors, they find in the "concord of sweet sounds" a most congenial occupation, a solace in their affliction, and an exhaustless source of mental culture and of artistic knowledge and spiritual enjoyment which they cannot obtain otherwise. Melody, harmony and rhythm enter into the hidden recesses of their souls, and leave therein a strong and lasting imprint. Furthermore, music is the only means which not only introduces the blind into the fascinating world of harmonious sound and its numberless combinations, but is the sole agency by which they can be lifted up to the purer and serener atmosphere of art and given an insight into its ideals.

For these reasons music holds a very prominent place in our school curriculum, and forms one of the most valuable factors in our scheme of education.

The department devoted to this art has made marked progress in every particular during the past year. The instruction given to the pupils has been very thorough. The training which they receive is such as to foster in them a true musical spirit and an artistic taste, thus enabling them to appreciate compositions of a high order.

The literary branches of the course of study are well supplemented by the excellent physical and manual training which is no less important than the former in securing the perfect, symmetrical development of the students, and which plays a significant part in their intellectual progress, tending to promote application, decision and independence of action. It is useless to endeavor to train the mind of a pupil if the body is to remain weak and flabby and devoid of vigor, for such a physical condition will surely react upon his mental capacity, and will render his utmost efforts spiritless and ineffectual. The pupils have the best opportunities, both as regards apparatus and methods, for gaining control over their muscles and physical well-being in general, the requirement of each boy or girl receiving individual attention.

The director speaks as follows of the value of the training in sloyd which is given to the pupils in this institution:—

A system of manual training, arranged on pedagogical principles, is of great assistance in a variety of ways in the education of children and youth. It stimulates the brain, improves the condition of the nervous system, and has a marked effect both upon the thinking apparatus and upon the activity of the body. It makes the muscles firm and pliant, the fingers flexible and the arms strong. It furthers the cultivation of the intelligence and the elevation of the moral faculties. Finally, it promotes manual dexterity and the acquisition of habits of order, regularity, industry and exactness, which not only are of the greatest use in after life, but have a great deal to do with the formation of character.

Of the various forms of manual training which are now in vogue both in this country and in Europe, that of sloyd is unquestionably best adapted to the needs and special requirements of the blind.

This system is one of the most efficient means of formative education. Its purpose is not to initiate children into a trade, but to unfold their physical, mental and moral powers, to strengthen their wills, and to render these capable of sustained effort and of directing the hand. It teaches them to observe, to think, to work and to create. It aims at ethical rather than technical or mechanical results, at general or organic development rather than special skill. It seeks to improve the physical health and carriage, and to give power of brain and dexterity of hand, making the latter an adept executor of the plans and orders of the former. It cultivates self-reliance, the love of labor, the sense of form, accuracy, patience and perseverance. It trains the faculties of attention and concentration, and fosters cleanliness and neatness. It affords excellent opportunities for muscular exercise, and encourages the use of both the left and the right side of the body, thus preventing a one-sided development. The methods employed in the practice of sloyd are such as are best fitted to secure these ends.

This system was incorporated into our school curriculum ten years ago, and continues to be a most valuable auxiliary in the development and training of our pupils of both sexes.

From the library each department draws its inspiration, finding in the well-stocked shelves and the fine collection of specimens of all kinds ample means for leading the pupils into habits of investigation and original expression. It is of the utmost value to these boys and girls to have the treasures of literature within their own reach, and to be able to read and reread passages until these become their own. The library

supplies this great need of the pupils, and is itself replenished and reinvigorated by accessions from the Howe Memorial Press, which is constantly employed in printing in embossed characters those works which have stood the test of time and thus have become classics, or those which respond to the students' special requirements. The new publications for this year were two volumes of Duruy's "General History of the World," translated by Prof. E. A. Grosvenor, and Streatfield's "The Opera." The work of reprinting former publications which were lost by fire has gone steadily on, and many pieces of music have been produced in Braille's musical notation.

In pursuance of the wishes of the Legislature of the State of Massachusetts, embodied in the act for the instruction of the adult blind in their homes, the work has been faithfully and diligently carried on by the teachers engaged for that purpose. They have been unremitting in their efforts to discover those persons, bereft of sight, who were in need of such services as they could render, and prompt in arranging for lessons in reading, writing and such other occupations as their pupils were capable of undertaking.

At the beginning of the present school year a fourth teacher was added to the corps, in order to meet the demand from an increasing number of people desirous of receiving instruction, and to obviate to some extent the necessity for making long journeys across the State. With two men and two women instructors, it is now possible to divide the work in the eastern and western parts of the State between them, while a further advantage appears in their ability to make more frequent visits to their pupils, and thus to ensure more rapid progress and better results.

Although the work is not without drawbacks and discouragements, patience and tact and a close study of the individual needs of each pupil have enabled the teachers to rise above every obstacle that has presented itself; while frequent tokens of appreciation, at every stage of the undertaking, have sent them rejoicing on their way, with fresh ardor for their work.

Many helpful agencies have been employed in order to attain such satisfactory results, including simple gymnastic exercises and such manual occupations as are calculated to increase the

flexibility of the hands and the sensitiveness of the finger tips ; and no pains are spared to open before each student the delights and consolations of the field of literature, and the satisfaction of hours filled with happy employment rather than passed in idleness and sloth.

As heretofore, the teachers have been ably and fully seconded by the library of the Perkins Institution, which takes up the work where they are obliged to leave it, and offers a constantly enlarging store of interest and enjoyment. This resource may be freely drawn upon by the sightless readers, without cost to themselves, and the increasing list of its beneficiaries shows how gladly they avail themselves of this privilege.

The kindergarten has completed another successful year in its brief but significant history. In the fifteen years of its life and ministrations it has brought the glad sunshine of childhood into more than two hundred and fifty colorless little lives, and has given to these little boys and girls a splendid start on the long upward climb to the heights of knowledge lying before them. In addition to the zest of life, the happiness of activity and the comfort of loving care which it affords to its little inmates, it trains the tiny fingers, through play and kindergarten gifts and occupations, into a sensitiveness and strength which will always be helpful to them in after years.

The need for a primary building for girls, similar to that in use for the boys, was so very urgent that it could no longer be disregarded ; and therefore the erection of such a house has been begun, and is already approaching completion. This will allow the little girls to spend a longer time in the shelter of this quiet, healthful home before mingling with the older pupils and encountering the more complex conditions in the main school at South Boston. At the same time, it will relieve the crowded state of the girls' kindergarten building, and will make room for many tiny occupants who are now waiting patiently for an opportunity to enter, and are thereby losing much valuable time.

At the end of the last school year six little girls were promoted to a higher grade at South Boston, and five little boys were advanced from the primary house at Jamaica Plain to the Perkins Institution. But their places did not remain long

vacant, for seven little boys were transferred to the primary grade from the kindergarten department.

The five deaf-blind pupils, with the aid of their special teachers, have passed a profitable year, the amount of progress made varying according to the ability and characteristics of each of them. Edith Thomas, quiet, determined and forceful, conquers by sheer strength of purpose and power of will, where natural love and interest in the subject do not open the way, as they readily do in the manual occupations which are her chief point of excellence. Elizabeth Robin, bright, glad-hearted, sociable and vivacious, laughs and chats gayly on her onward way, and rarely do the clouds obscure the sunshine of her nature. Cora Crocker, eager, alert, vigorous and whole-souled, if still untamed and impatient of sustained effort, shows considerable intelligence, and, as she yields more and more readily to the necessity for close application and hard work, gives ample encouragement for a belief in her ultimate success. Marion Rostron, lively, incorrigible, but affectionate and good-natured, depends as yet too largely upon her defective and rapidly failing eyesight to surrender herself freely to the requirements of the manual alphabet and tangible method, and her cleverness is more devoted to evading such instruction than to mastering its difficulties. But already the training afforded by her first year at school has begun to show its good effects, and her association with the other deaf-blind pupils has proved to be a helpful influence. Thomas Stringer, fine and manly, an earnest, studious and tireless worker, is successfully competing with boys of his own age who have all their senses, and is continuing his course at the Lowell grammar school with great credit to himself and to his many good friends who have contributed generously to make such progress possible. Heartfelt thanks are due to them for their unremitting generosity to this dear boy, who has proved himself worthy of their aid and encouragement. All who have Tom's welfare at heart must earnestly pray for the continuance of this active interest on the part of these kind friends.

M. ANAGNOS,

Director.

INSTRUCTION OF THE ADULT BLIND AT THEIR HOMES.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, Jan. 1, 1903.

To the State Board of Education.

Through the assistance of the State of Massachusetts, and with the sanction of your Board, the work of instructing the adult blind in their homes has continued to carry solace and encouragement to those who, bereft of sight in middle life or at an advanced age, are rendered helpless and hopeless, and incapable of making any independent effort.

The principal teacher, who is himself blind, thus speaks of the characteristics of his pupils:—

Our pupils are all adults, as the designation of our work indicates, statistics showing their average age to be fifty-four years. Having reached maturity before losing their sight, their habits of life and thought are formed, and, as they have always depended almost entirely on sight in all their acts, and as they have been more or less suddenly deprived of its assistance, they are left helpless, like a bark stranded on a sandy beach. Thus, while in purpose and ability they are men and women, in performance they are but children, with all a child's fear and timidity, but without its courage and hope. This, in brief, is the kind of material with which we have to work.

It is the part of the teachers to arouse these unfortunate persons from their dull apathy, to create in them fresh ambition, and to inspire them with a belief in their ability to learn and in the value of the undertaking, despite the arduous labor involved.

For the accomplishment of this end the means must be suited to the individual requirements of each man or woman, and many and varied are the problems which call for solution, and which tax the resources of those engaged in the work.

The adult blind, as a class, are lacking in the confidence with which the sightless child undertakes his school duties, and in many instances the encouragement of the teacher's presence is necessary to enable the pupil to make any advance whatever. Another disadvantage under which this work proceeds

is the absence of sensitiveness in the finger-tips of those who are no longer young; and here simple gymnastic exercises and some manual employments are found to be helpful preliminaries to learning to read.

The subjects taught vary in the different cases in accordance with the capabilities of the pupils; but the first and most important effort is directed toward lifting them out of their narrow lives, selfish thoughts and fruitless repinings, through the inspiring influence of literature, which, once felt, will never cease to be a source of comfort during many hours of the day hitherto spent in loneliness and idleness. Writing is only secondary in value to reading, since it is able to open a channel of personal communication from friend to friend; and this mode of broadening one's interest is eagerly seized upon by the adult blind person. Other branches of employment and means of mental invigoration are introduced in the development of the resources of every pupil, as ability and circumstance permit; and no pains are spared to make each one think for himself, and thus enjoy the intellectual pleasures which bring light even into the homes of the sightless.

The excellent results which have been attained offer the most gratifying evidence that the methods adopted for the carrying out of the undertaking have been judiciously chosen, and are those best calculated to benefit this unfortunate class, the adult blind.

There are now two men and two women engaged in the work, a fourth teacher having been employed since the first day of September, 1902. These, apportioning the different sections of the State among themselves, travel ceaselessly to and fro, and make their arrangements so as to utilize time, distance and money to the best possible advantage, and to visit each pupil regularly and frequently.

The number of students has constantly grown, and tidings of blind persons who are desirous of receiving instruction in their homes are continually reaching the teachers through former pupils, friends of the work, or organizations of charity or of beneficence. The society of the Associated Charities of Boston has been an especially helpful agency, never failing to make instant report to the instructor for that locality of any

case of blindness which comes to its knowledge, and extending aid in every way in its power. Almost without exception the recipients of this assistance are profoundly grateful for it, and in helping others to secure the same blessing they find the best expression of their gratitude and the finest method of offering their fervent thanks.

Among the many tributes to the work, from widely different sources, we select two which are perhaps typical of the sentiments aroused by the efforts put forth in behalf of these unfortunate human beings. The first of these is the authoritative expression of the opinion of officials who are disinterested observers of the results of the undertaking:—

OFFICE OF THE PAUPER INSTITUTIONS TRUSTEES OF THE CITY OF
BOSTON, Oct. 25, 1902.

MY DEAR MADAM:—At a meeting of the Board of Pauper Institutions Trustees on October 20, I was desired to write to you to express their gratitude for all that you have done for our blind women at the almshouse at Charlestown during the time that you were making regular visits there. We are sure that the teaching which you have given them has helped to make their lives happier, and if we again have young and teachable persons, we hope that we may again profit by your help. Very truly yours, FRANCES R. MORSE.

The second tribute was voiced from the very heart of one who has been herself a partaker of the beneficence of the work,—a woman who has been bed-ridden for thirty years, during eleven of which she has been blind also:—

Oh, you cannot know how much my teacher has helped me! She has taught me to write, so that I am now able to send a letter to my daughter every week. She has taught me to knit, and even finds sale for my poor work. Yes, these hands that have been idly folded for eleven years are now earning money,—little, to be sure, but oh, so much to me! And best of all, she furnishes me with books that I can read myself. Think of that,—all myself! Oh, it is so wonderful, so beautiful! God has indeed been very good to me,—to me, so all in the dark.

This work is purely educational, and does not aim to supply the means of self-support, which are so often craved by those whose occupation has been swept away by their terrible catas-

trophe ; nor can these means ever be supplied to any appreciable extent by this or by any form of training, in the days of rapidly diminishing industrial handicraft in which we live. What it can and does gladly accomplish is to inspire the blind with a belief that they may still achieve something, in spite of their great deprivation, and that, with patience and perseverance in the substitution of the other senses for the missing one, many channels which had seemed closed to them in their first overwhelming sense of loss may still be open to the blind as to the seeing.

It is the earnest desire of the officers of this institution and their coadjutors to fill as large a field of usefulness in this sphere of work as is possible with the resources at their command, and every effort is and will be constantly made to maintain a high standard of endeavor and achievement.

The names and addresses of the teachers are as follows: Miss Lillian R. Garside, No. 57 Pearl Street, South Framingham, Mass.; Miss Lydia Y. Hayes, No. 52 Dartmouth Street, Somerville, Mass.; Mr. Edward Schuerer, No. 15 Warriner Avenue, Springfield, Mass.; Mr. John Vars, No. 68 Huntington Avenue, Boston, Mass.

Statistics.

Number of blind persons visited, 140; number taught, 115; number refusing instruction, 25. Number receiving instruction: in the several systems of reading, 146; writing, 51; typewriting, 1; use of the typeslate, 3; sewing, 12; knitting, 19; crocheting, 3; use of the sewing-machine, 3; musical Braille, 7; caning chair seats, 5; tuning pianofortes, 2. Average age of pupils, fifty-four. Number over fifty years of age, 110; under twenty-five years, 12. Summary of work done by the teachers: calls made, 619; lessons given, 1,296; miles travelled, 33,810.

All which is respectfully submitted by

MELVIN O. ADAMS,	J. THEODORE HEARD,
FRANCIS H. APPLETON,	FRANCIS W. HUNNEWELL,
WILLIAM L. BENEDICT,	GEORGE H. RICHARDS,
WILLIAM ENDICOTT,	WILLIAM L. RICHARDSON,
CHARLES P. GARDINER,	RICHARD M. SALTONSTALL,
N. P. HALLOWELL,	S. LOTHROP THORNDIKE.

Trustees.

THE MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED, WALTHAM.

TRUSTEES' REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 9, 1902.

To the Corporation, His Excellency the Governor, the Legislature, the State Board of Insanity and the State Board of Education.

The trustees have the honor to submit their annual report for the year ending Sept. 30, 1902.

The number of feeble-minded persons of every description now present at the school at Waltham is 677, the number of adult males at the colony at Templeton is 99, — a total of 776. Of these, 245 are supported by the Commonwealth in the school department and 142 in the custodial department. There are 291 inmates supported in the custodial department by cities and towns; there are 39 beneficiaries of other States, paying, under the statute in such cases provided, \$300 each per year. There are 43 private pupils, supported in whole or in part by parents and guardians. The corporation supports in the school department 16 pupils. As was stated in our report last year, although we give in detail the sources of income, no corresponding distinction is made in expenditures. Inmates of every description are charged alike in the accounting, all sharing equally, so far as may be, the advantage derived from the entire income.

Under the act of 1901, which has been in force since the first of January last, we no longer receive the appropriation of \$35,000 which has hitherto been granted for the use of the school, and in theory has been for the support and instruction of inmates of the school department. That is, hitherto the Commonwealth has paid \$35,000 a year for the education of feeble-minded persons capable of being benefited by school instruction, and a further sum of \$3.25 for each inmate of the custodial department having no known settlement in the Commonwealth; now, both classes of inmates are treated alike. The Commonwealth appropriates each year for the support of the Massachusetts School for the Feeble-minded a sum determined by estimating the cost of the average daily number of

State patients, as they are termed in the act, for the year next preceding, increased by a number equal to the average annual increase in the number of such patients for the five years next preceding. Under this act we receive this year from the Commonwealth \$58,305 for the support of State inmates for one year from the first of January, 1902. The current expenses for the school year Sept. 30, 1901, to Sept. 30, 1902, have been \$120,982.07, or \$3.15 for each inmate per week.

Under the act of 1901 the Treasurer of the Commonwealth pays all our bills, and we turn into the State treasury all moneys received from cities and towns, from individuals or from other States for the support of inmates. The corporation applies the income of its own funds directly to the support of a few individuals and for the general welfare of all the inmates.

The health of the inmates under our charge has been unprecedentedly good, both at Waltham and Templeton. There has not yet been a case of sickness at the colony. As a whole, there has been continued improvement in the physical condition of all grades of these feeble-minded persons during the last three or four years. So, too, there has been a similar advance in technical training during the same period among the feeble-minded persons having the capacity to do technical work. The girls make many of their own garments, do all the mending for the institution, and in their own apartments make the beds, do the sweeping, wash and polish the floors, wash the windows, and, more than all, they care for the little children of both sexes. The corresponding class of boys make themselves equally useful. They do the household work in their own wards. They help in the kitchen, the bakery, the stable and the barn. They help in the engineer's room. They do the printing, keep the shoes of 750 inmates in repair, do the painting and odd jobs at carpentering. They do farm work, they clear up the land and make paths and roads. And they change about, engaging in one of these occupations for a month or two, and then being employed in another. Next to caring for the hopeless, helpless idiot, which we do as a first and immediate relief to the community, it is our policy to receive and train such custodial cases as are likely to remain a charge

upon the Commonwealth. Public opinion more and more demands the prevention of marriage of the feeble-minded, or the illicit procreation by them of children. Public opinion and our own sense of what is right and proper demand that these people be kept under supervision. The withdrawal to Templeton of a large number of adult male cases has made it possible to continue the school department. We have continued in the school department to give a sound, wholesome rudimentary education to those capable of being benefited by it. The criticism has been made that we have carried book instruction farther than is directly useful in future industrial occupation. But such has not been our aim. Occasionally feeble-minded children develop an aptitude for some branch of art or study that would be remarkable in a normal child. The teachers do not attempt to check such propensities. Our increased accommodations at Waltham will allow us to take even more school cases.

In our last annual report we announced our intention of petitioning the Legislature for an appropriation to purchase additional land at Waltham for the use of the school. It had sufficiently appeared that the Templeton colony, conducted as an overflow for adult male cases from the school at Waltham, would prove successful. Fifty or more big boys, well developed by industrial training at the school, could be received each year at the colony, and this would leave room at Waltham for a large number of boys to be trained and disciplined. It is essential to our scheme for economical life in the colony that the boys shall be first well trained in the school.

“The practical benefit of the kindergarten and manual training drill in the schools,” says our accomplished superintendent in his report of 1893, “has been strikingly illustrated in the application of the trained minds and muscles of these school boys in the farm and garden work. The boy who has been taught to quickly and accurately distinguish slight differences in color, form, size and number, and to accurately mark off a board into inches, or to saw and plane exactly on a given line, can be easily taught to distinguish weeds from onions, and to destroy the one and spare the other. Previous to this year, we have never had a boy who could be trusted to plant pota-

toes, corn or any other seed. The seeds would be dropped irregularly and in the wrong places; but this year a squad of rather small boys, whose eyes and fingers had been very thoroughly disciplined in the kindergarten and manual training, were detailed to do the planting. These boys proudly planted row after row, placing the seeds with the greatest precision, fully as well as the most careful man could have done it. They have done equally well with the hoeing and harvesting of the various crops."

The applicability of this passage to the transfer of our big boys to the colony is seen at once. In early youth they here acquire a capacity for work.

But all the while the demand throughout the Commonwealth for greater provision for the feeble-minded is increasing. After much consideration, it appeared that it would be best to provide for a substantial increase of our numbers at Waltham. We therefore took the precaution to bond about fifty acres of desirable land immediately adjoining our Waltham property, stopped work on some minor improvements to perform which an appropriation had been granted, and petitioned the Legislature for an appropriation of \$35,000 with which to purchase the bonded land, and a further appropriation of \$95,000 to be expended for an extension of our service plant and additional accommodations for inmates and attendants.

Our general scheme requires that all descriptions of feeble-minded persons be included in the increase, the big girls especially, they being useful in taking care of young persons of both sexes.

By the act approved June 3, 1892, the entire sum for which the trustees had petitioned was granted, as appears in the act, to be expended for the following purposes:—

For two dormitories of sufficient capacity to accommodate one hundred and eighty inmates, and for furnishing the same; for additions to the present electric lighting and heating plants, and for an addition to the administration building, so called, a sum not exceeding ninety-five thousand dollars; and for the purchase of additional land for the use of said institution, such purchase to be subject to the approval of the governor and council, a sum not exceeding thirty-five thousand dollars.

The land in question has since been deeded to the Commonwealth. It is of the same general description as that to which it has been added, admirably adapted to the purposes of the school, and so retired that no part of it can be seen from any public road.

Twenty-five thousand dollars had been granted us in 1901 for making additions to and alterations in the laundry, hospital and administration buildings. Work on the enlargement of the hospital and on the enlargement of the laundry, including a new smoke stack, which had been commenced at our last annual meeting, was continued, and those buildings have been completed, at an expense of \$11,890.49. The estimated expense was \$12,000. The laundry is now of sufficient capacity for 1,000 to 1,200 persons. The plan of the hospital is such that the building can be added to if it shall prove necessary. The remainder of the appropriation is available for the enlargement of the administration building, in addition to the appropriation of the present year.

Plans have been drawn and accepted for the enlargement of the administration building, the boys have dug the cellar for the same, and bids within the estimated cost have been accepted for the greater part of the work of building.

Our present plan is to erect a new building for males, like the last building erected for them, to accommodate 120 inmates; and a woman's dormitory, like the last dormitory erected for females, which will give accommodations for 60. The new building for males will be within convenient reach of the administration building. The building for females will draw its supplies from the west building.

Eventually we hope to erect two more buildings like these now to be erected, and perhaps a small building for infant children, and a small building in the nature of a prison for the custody of bad boys of feeble intellect.

At the end of the school year, in 1901, 50 boys were about moving to Templeton; before the close of the present month an additional 50 will have moved. Our colony plant now consists of three double cottages, each with a capacity for 50 boys, three old farmhouses rebuilt with kitchens and dining

rooms, and a laundry, a farmer's house and a big barn, all new.

About \$12,000 remain of our original appropriation of \$50,000. When we asked for the appropriation, we said that we should spend about \$8,000 for a water plant, \$1,500 for a sewage field, \$1,500 for electric lighting and \$3,000 for house and furniture for a superintendent. We shall begin work on the water plant and sewage field in the immediate future. It will be some time before we need the superintendent's house, and it will be a long time before we need an electric lighting plant. We shall, however, require this winter, and shall ask for, an appropriation of about \$12,000, to be used for another double cottage and administration building.

We shall this winter ask for an appropriation of about \$4,000 to enlarge our bakery at Waltham. We find it economy to supply the colony with bread from Waltham, rather than erect a bakery at Templeton; the freight on the bread is less than the wages of a baker.

The growth of the school at Waltham calls upon us for an enlargement of our facilities for the school instruction of the additional higher-grade cases, which we shall find it necessary to admit pursuant to our general scheme of caring for the feeble-minded and idiots of the Commonwealth. Some of the high-grade cases leave us after a few years, but most of them remain. We already need schoolrooms for the proportion of additional high-grade cases we are admitting on account of the vacancies made by the departure of the Templeton cases. And in all, with the additional 400 cases we now contemplate taking at Waltham, we shall require double the present number of schoolrooms. An enlargement of our manual training facilities will also be needed, and this need is urgent. We recommend and ask for an appropriation of \$16,000 to be expended for manual and industrial training rooms. Should this appropriation be granted, we can comply with the immediate wants in the schoolroom department by using the present manual training and sewing rooms as schoolrooms.

We this year ask for an appropriation of about \$8,000 for a house for our superintendent and his family, to be built upon the grounds at Waltham. This has long been needed. More-

er, the portion of the administration building now occupied
his residence will be needed for the new teachers and
cers.

CHARLES FRANCIS ADAMS, 2d.

FRANCIS J. BARNES.

FRANCIS BARTLETT.

ELIZABETH E. COOLIDGE.

JOHN S. DAMRELL.

THOMAS W. DAVIS.

FREDERICK P. FISH.

SAMUEL HOAR.

WILLIAM W. SWAN.

CHARLES E. WARE.

FRANK G. WHEATLEY.

CHARLES F. WYMAN.

The following table of data relative to the School for the
ble-minded is taken from the report of Dr. Walter E. Fer-
ld, the superintendent:—

	Males.	Females.	Totals.
Number present Sept. 30, 1901,	422	280	702
Admitted during the year,	94	48	137
Whole number present,	516	328	844
Discharged during the year,	29	20	49
Died during the year,	12	2	14
Number present Sept. 30, 1902,	476	301	776
Average number present,	436	303	739
School cases admitted,	42	14	56
Paternal cases admitted,	52	29	81
State pupils now present,	80	13	93
Massachusetts school beneficiaries,	163	82	245
Cases supported by income of invested funds,	10	6	16
Paternal cases supported by State,	84	58	142
Paternal cases supported by cities and towns,	160	131	291
Beneficiaries of other New England States,	28	11	39
Applications for admission during year,	—	—	252
Number at the Templeton colony,	99	—	99

Dr. Fernald calls attention to a class of cases accumulating in the school in which the moral deficiency is perhaps more pronounced than the mental : —

Many of these cases have been the problems of the associated charities, the Children's Aid Society, the Society for Prevention of Cruelty to Children, the town or city authorities and often of the local police court. Many of these boys and girls have been "placed out" unsuccessfully again and again. While they often present various physical evidences of degeneracy, they are superior physically to the ordinary imbecile. As a class, they are brighter than the average feeble-minded child. They seldom make satisfactory progress in school work. They usually have a record of habitual truancy and of troublesome conduct in school. They may be idle, thievish, cruel to animals and to smaller children, wantonly and senselessly destructive, and aimlessly lawless generally. They are often precocious sexually, and after puberty almost always show marked sexual delinquency or perversion. They are often wonderfully shrewd and crafty in carrying out their plans for mischief. They instinctively seek low company, and quickly learn everything that is bad. They have little or no fear of possible consequences in the way of punishment.

The great army of police court chronic criminals, vagrants and low prostitutes is largely recruited from this class of so-called "moral imbeciles." It is now generally understood by court officials and even by the public that these children are not simply bad and incorrigible, but that they are irresponsible by reason of the underlying mental defect. They are not benefited by punishment. At an early age they should be recognized, and permanently taken out of the community. We have now accumulated at least two score typical cases of this sort, of both sexes and of varying ages. They are the most perplexing problems with which we have to deal. They do not class well with the rather simple types of ordinary imbecility. They are not influenced by the simple system of rewards and deprivations which serves to control the conduct of the ordinary imbecile. We are compelled to isolate them as much as we can from the other inmates. In making future additions to the institution we should provide separate buildings for the better classification and care of these moral imbeciles.

Dr. Fernald describes the plan of detached and separate departments as follows : —

The plan of detached and separate departments greatly facilitates the proper classification of our inmates, according to age and mental and physical condition, and helps us to secure to each inmate the consideration of individual wants and needs so hard to get in a large institution, where the inmates are massed in one huge building. As we are now arranged, our inmates are classified as follows: at the girls' dormitory are the girls of school grade; at the boys' dormitory are the boys of the school department; at the north building are the adult males of the lower grade, the cases requiring much personal care and attention; at the west building are the young and feeble boys, requiring much hospital care, and the females of the lower grade; at the north-west building are the adult females who are in good bodily health, many of them graduates of our school department, and all of whom are employed in the various domestic departments of the institution; at the farmhouse are the adult males who are regularly employed in the farm work. Each of these departments has a competent matron, who lives in the building and devotes her entire time and attention to the supervision of the personal care of the children in that department. Thus we have divided our institution into six comparatively small families, each with distinctive and peculiar needs and all under the same general management. This plan retains all the benefits of a small institution and secures the manifest advantages of a large one.

The following is an account of the classification and work of the children: —

We have a larger number of pupils under instruction in the school-rooms than ever before. In trying to secure to each child the greatest improvement possible, we have been compelled to rearrange and modify our school work in some respects. In one way the increased number of pupils has simplified the work, as we are now able to so classify and grade our pupils that class work has very largely taken the place of much of the individual teaching necessary when we had a smaller number. There are distinct advantages to the child in placing him in a group of children with capacities and needs similar to his own. He profits by the mistakes of his fellows, and feels the stimulus of health rivalry. The teacher gives each child a larger share of her time, and is able to retain the attention of the whole class. Our school children are separated into eight well-defined grades, classified much as are the children in the lower grades of the common schools. There is a regular progression from the lower to the higher

grades, and the pupils are promoted as soon as they are qualified. No pupil is in the schoolroom more than one half of each day. The rest of the day is devoted to manual or industrial training, physical drill and out-door recreation, thus securing healthy change and variety.

In deciding upon the school exercises, we bear in mind the natural limitations of our pupils. Lessing well says: "Education can only develop and form, not create. It cannot undertake to form a being into anything other than it was destined to be by the endowments it originally received at the hand of nature." We do not expect to be able to entirely overcome the mental defect of any of our pupils. It is a question of how much development is possible in each case.

As a class, the feeble-minded have dull perceptions, feeble power of attention, weak will power, uncertain memory and defective judgment. It is useless to attempt to arouse these dormant faculties by forcing upon them the abstract truths of ready-made knowledge. Our teaching must be direct, simple and practical. The child must be made to do, to see, to touch, to observe, to remember and to think. We utilize to the fullest extent the varied and attractive occupations and busy work which are so important a part of the modern graphic methods of instruction for normal children. Object teaching, in the broadest sense, is a prominent feature. The school now has a good collection of objects, models, charts and other apparatus for the practical illustration and application of the subjects taught in the schools. We have for the use of the teachers a school library containing nearly five hundred recent and standard works on kindergarten and primary work, object teaching, physical and manual training, and other subjects directly connected with our school work.

The manual training room is equipped with a first-class outfit of tools and benches. The boys are graded into small classes, and these classes receive systematic, progressive training throughout the year. The pupils have maintained their interest and enthusiasm, and the results have more than exceeded our anticipations. The boy who begins to construct things is at once compelled to think, deliberate, reason and conclude. He becomes familiar with the properties of wood, leather, metals, etc. He acquires definite, accurate control of his muscles. We do not attempt or expect to make skilled artisans of our pupils. The value of the finished work is a secondary consideration. The mental discipline secured by the *accurate doing* is the result desired.

Nearly all of our pupils receive daily systematic physical training. As a rule, they come to us with poorly developed bodies. Their muscular activity is especially deficient, as shown by their awkward

and uncertain movements. Mental awakening generally follows as a direct result of increased physical development. The military drill is of much benefit to the boys. In nearly all of our classes in physical training we have adopted the Ling or Swedish plan of educational gymnastics. This system, as modified for our use, means the prompt execution of precise and carefully planned movements of the various groups of muscles at the command of the instructor. The pupil must be closely attentive, he must quickly hear and understand, and he must promptly execute the command. It is a mental as well as physical drill.

APPENDIX F.

REPORT ON COUNTY TRUANT SCHOOLS

BASED ON

**REPORTS BY SUPERINTENDENTS OF THE TRUANT SCHOOLS, AND BY JOHN T. PRINCE,
J. W. MACDONALD AND G. T. FLETCHER, AGENTS OF THE BOARD.**

COUNTY TRUANT SCHOOLS.

Visitation by the State Board of Education. — The Legislature of 1898 ordered that county truant schools should be subject to visitation by the State Board of Education and that the Board should report thereon annually to the Legislature. Accordingly, agents of the Board have visited these schools. From their reports, as well as from other available sources, the material of the present report has been prepared.

County Truant Schools of the State. — The following table is a list of the different county truant schools in the State : —

COUNTY TRUANT SCHOOLS.	Location.	Superintendent.
Essex,	Lawrence, .	Leon G. Swan.
Hampden,	Springfield, .	Erwin G. Ward.
Hampshire and Franklin,	—	—
Massachusetts,	No. Chelmsford, .	M. A. Warren.
Worcester, Bristol and Plymouth,	Walpole, .	J. H. Craig.
Worcester, — Boston Parental,	West Roxbury, .	D. P. Dame.
Worcester,	Oakdale, .	F. L. Johnson.

The counties of Barnstable, Berkshire, Dukes and Nantucket are by law exempted from maintaining truant schools of their own, but the county commissioners of each of these excepted counties are authorized to avail themselves of any existing county school as a place of commitment.

For information relative to the truant school of Hampshire and Franklin counties, see page 370.

The following statement shows the number of different persons in the truant schools for the year ending Dec. 31, 1902 : —

COUNTY TRUANT SCHOOLS.	Number at beginning of the year.	Admitted.	Discharged.	Number at close of the year.
Essex,	36	33	37	32
Hampden,	29	21	26	24
Hampshire and Franklin, .	—	—	—	—
Middlesex,	104	91	82	113
Norfolk, Bristol and Plymouth,	41	46	38	49
Suffolk,— Boston Parental, .	110	246	212	247
Worcester,	27	26	30	23
Totals,	480	463	425	518

ESSEX COUNTY TRUANT SCHOOL.

LEON G. SWAN, *Superintendent.*

Statistical Information. — The following are the principal facts of general interest: —

Commitments: —

Number of boys in the school Dec. 31, 1901,
 Number of boys committed during the year,
 Whole number cared for,

Discharges: —

Number of boys discharged during the year,
 Number of boys released on probation,
 Number of boys eloped,
 Number of boys transferred to the Lyman School,
 Number of boys in the school Dec. 31, 1902,

Number of boys who could read and write,
 Number of boys who could neither read nor write,

Received from cities and towns for board, \$1,722
 Received for chair seating, 384
 Received for farm sales, 1,509
 Received for miscellaneous sales, 28

Total, \$3,644

Net weekly per capita cost, \$3

Work of the Boys.—Four hours daily have been devoted to school work. Our school is necessarily ungraded, and, while we do not expect to accomplish the work of the public schools, we try to keep in touch with them by frequent visits, adopting such methods as seem applicable in a school of this nature. During the year our text-books have been exchanged for those more modern, and maps, charts, etc., have been added to our equipment. We feel pleased with the progress we have made. There has been no serious illness, and the boys have seemed contented and happy.

The boys have been employed on the farm during the summer months, and have received practical instruction in gardening. Many have shown great interest in their work, and have cultivated small plots for their own use. During the winter months the boys are employed inside. The work has consisted of carpentering, painting, glazing, chair seating and general housework.

HAMPDEN COUNTY TRUANT SCHOOL.

ERWIN G. WARD, *Superintendent.*

Commitments and Attendance.—The following report is for the year ending Sept. 30, 1902:—

Number of boys in school Sept. 30, 1901,	29
Committed during the year,	21
Discharged during the year,	24
Released on probation,	2
Average age of commitment,	11 years, 7 months
Remaining Sept. 30, 1902,	24

Of those committed, 6 were habitual absentees and 15 habitual truants. Of those released, 22 were discharged at the expiration of their sentences and 2 were paroled. Of the number committed, 11 could read and write, 5 could barely read and write and 5 could not read and write. Of the 6 habitual absentees, 2 were over fifteen years old, 2 were over fourteen, 1 was over 12 and 1 over eleven. Of the 21 boys committed, 10 were cigarette smokers.

Expenses.—The expenses for the year were \$7,006.21.

Land adjoining the school was bought for a playground at an extra cost of \$1,365. The income from the board of truancy was \$2,362.31. The net cost per capita per week was \$3.75—an increase of 13 cents per week from last year, caused by the advance in the cost of supplies and a smaller number of boys.

Crops.—This season was very favorable for crops. The garden yielded very abundantly, and kept our tables well supplied with fresh vegetables, besides leaving a good surplus for the winter.

Health.—During the past year the boys have enjoyed the best of health. Good, wholesome food and regular habits showed marked results, especially with those boys who have been inveterate smokers.

School Instruction.—Good work was done in our school the past year, and results were obtained that will count in coming years. Much better work could be accomplished if habitual absentees over fourteen years old could be eliminated, and the sentences of the younger boys extended. The older boys have already formed nearly all the bad habits that youth is heir to; and their presence among the smaller boys is not desirable, especially in those schools where there is no room to separate them. A boy over fourteen years old who works neither work nor go to school is not a suitable person for younger boys to associate with in a mixed school.

Repairs.—The boiler used for heating the building was thoroughly overhauled, at considerable expense, and made safe and reliable. The ceilings of several rooms have been sheathed with pine, making them safe and attractive.

Other Statistical Information.—Ages of boys committed during the year:—

Between 8 and 9 years,	.	.	.	.	.	.	1
Between 9 and 10 years,	.	.	.	.	.	.	2
Between 10 and 11 years,	.	.	.	.	.	.	3
Between 11 and 12 years,	.	.	.	.	.	.	6
Between 12 and 13 years,	.	.	.	.	.	.	2
Between 13 and 14 years,	.	.	.	.	.	.	3
Between 14 and 15 years,	.	.	.	.	.	.	2
Between 15 and 16 years,	.	.	.	.	.	.	2

Length of commitment and the number for each period:—

Six months,	2
Nine months,	1
One year,	13
Two years,	5
	<hr/> 21

Committed from cities and towns during the year:—

Springfield,	9
Holyoke,	8
Pittsfield,	3
North Adams,	1
	<hr/> 21

Birthplace of boys committed during the year:—

Massachusetts,	18
New York,	1
New Jersey,	1
Italy,	1
	<hr/> 21

Domestic condition of boys committed during the year:—

Father dead,	7
Mother dead,	1
Both parents dead,	1
Both parents living,	12
	<hr/> 21

Parentage of those received during the year:—

Irish,	13
French,	3
American,	2
German,	1
Italian,	1
Russian Pole,	1
	<hr/> 21

Nationality of parents of boys committed during the year:—

Father born in the United States,	4
Father foreign born (including 2 from Canada),	12
Unknown,	5
	<hr/> 21

Mother born in the United States,	6
Mother foreign born (including 2 from Canada),	9
Unknown,	6
	<hr/> 21

TRUANT SCHOOL OF HAMPSHIRE AND FRANKLIN COUNTIES.

Discontinuance of the School. — Owing to a special act of the Legislature, chapter 256, Acts of 1902, the truant school of Hampshire and Franklin counties has been discontinued. The new law requires that the county commissioners of the counties "shall assign a truant school established by law the place for the instruction and training of children committed within their respective counties as habitual truants, absentees or school offenders, and shall pay for their support in said school such reasonable sum as the county commissioners having control of said school may determine." As yet no truant school has been assigned, although overtures have been made to the school at Springfield. Meanwhile, cases of truancy, habitual absenteeism and habitual violations of school rules that should receive the attention of the school authorities and the courts, are permitted to continue without action; for it is hardly conceivable that these two counties are free from such violations of the school attendance laws as are found elsewhere in the State.

MIDDLESEX COUNTY TRUANT SCHOOL.

M. A. WARREN, *Superintendent.*

The following statements are from the superintendent's ninth annual report to the county commissioners: —

Number of boys in school Jan. 1, 1902,	134
Admitted during the year,	91
Whole number for the year,	225
Discharged during the year,	82
Remaining Dec. 31, 1902,,	143
Average number for the year,	139.7

Of those committed, 84 were habitual truants and 7 habitual violators of the rules of school. Of those released, 72 were discharged by expiration of sentence and 10 released upon probation. Of the number committed, 71 could read and write, 4 could only read, and 16 could neither read nor write.

Per Capita Cost.—The current expenses for the year amounted to \$20,996.90, or a weekly cost of \$2.89 per capita. On Jan. 1, 1902, there was due from cities and towns for support of pupils \$295.28. There has been collected during the year for support of pupils \$7,825.11, and from sundry sources \$244.92. There is due from cities and towns for support of pupils \$291, making a total income for the year of \$8,065.75. The net weekly per capita cost was \$1.78.

The Work of the School.—The past year has been a prosperous one. Notwithstanding the increased cost of supplies, particularly meats and fuel, we have been able, with ten per cent. more pupils than last year, to keep well within our appropriation. The farm has yielded abundant crops, and provided healthful employment for the boys. In the school of letters more and better work has been done than heretofore. The force of teachers has been increased and the number of pupils in each grade diminished, giving opportunity for more individual work. In sloyd and woodworking the pupils have made commendable progress, under the careful instruction of an intelligent and faithful teacher. Our lower grades now attend school two sessions, of five and one half hours daily; other grades, one session of school with three sessions of sloyd each week.

The band has proved a source of pleasure to the school, as well as an admirable method of interesting, disciplining and developing the pupils under instruction. During the year the band has furnished music to several fairs and picnics in Lowell and the surrounding towns, and through the summer months given weekly concerts on the school grounds.

Health.—The general health has been excellent. In the early part of the year we had several cases of typhoid fever. The State Board of Health was notified, and an immediate examination made by its agent. It was thought that the infection was conveyed by fruit brought to a pupil, as the water and food supply was found to be of the best. In August a light epidemic of diphtheria occurred, brought to the school by a pupil. Four pupils and three employees were ill. Antitoxine was used, and all made a good recovery. In this connection I wish to express my thanks to the State Board of Health for the gratuitous furnishing of antitoxine.

Is Truancy on the Increase?—The crowded condition of the school at the present time does not necessarily indicate an increase of truancy. I doubt if there are as many truants to-day in Middlesex County as there were ten years ago, but they are more closely looked after. The law is better enforced; the courts commit more freely than before the days of the county school; and instead of committing for thirty or sixty days or three months, as formerly, the maximum term of two years is imposed in nearly all the cases. We receive many more boys from country towns than in the early years of the school, particularly boys who persistently and willfully disobey the reasonable rules and regulations of the public school. Formerly expulsion from school was the penalty for such conduct.

Religious Services.—The usual service has been held each Sunday, conducted by clergymen from Lowell and vicinity. Fathers Sexton and Callahan have conducted weekly services for the Catholic boys. We are under obligation to all who have given so freely of their time in conducting these services.

Statistical Information.—The following are the principal facts relative to the boys admitted:—

Domestic condition of the boys received during the year:—

Father dead,	14
Mother dead,	13
Both parents dead,	7
Parents separated,	3

Birthplace of boys committed during the year:—

Massachusetts,	75
England,	2
Canada,	4
Nova Scotia,	1
New Brunswick,	1
Michigan,	1
Rhode Island,	2
New Hampshire,	2
Unknown,	3

Birthplace of parents of boys committed during the year:—

Father born in the United States,	24
Father foreign born,	46
Father unknown,	21
Mother born in the United States,	31
Mother foreign born,	42
Mother unknown,	18

age of boys committed during the year : —

Between 8 and 9 years,	7
Between 9 and 10 years,	7
Between 10 and 11 years,	13
Between 11 and 12 years,	13
Between 12 and 13 years,	25
Between 13 and 14 years,	22
Between 14 and 15 years,	4

TRUANT SCHOOL OF NORFOLK, BRISTOL AND PLYMOUTH COUNTIES.

JAMES H. CRAIG, *Superintendent.*

The superintendent submits the following report for the year ending Dec. 31, 1902 : —

Number of boys in school Dec. 31, 1901,	41
Number of boys committed during 1902,	46
Number of boys discharged during 1902,	38
Number of boys in school Dec. 31, 1902,	49
Average attendance during the year,	45
Average weekly cost,	\$3 61

Two teachers are employed, which means a larger measure of good for each boy than a year ago, when only one was employed. It is simply impossible for one teacher to do justice to the many grades represented in the average truant school. We have two sessions per day, ten per week. The morning session lasts from 9.30 to 11.30; the afternoon session from 2.15 to 5, with a ten-minute recess, from 3.40 to 4.40.

During the past year our system of sewage has been radically changed for the better, and good sanitary conditions now prevail. Sprays have been substituted for bath tubs, the boys are bathed twice a week, — oftener if necessary. The addition of a small hospital building is a contemplated improvement during the present year.

SUFFOLK COUNTY TRUANT SCHOOL.

D. P. DAME, *Superintendent*.

Statistical Information. — Various facts of interest are presented under the following heads : —

Attendance : —

Number of boys in school Feb. 1, 1902,	213
Committed during the year,	242
Discharged during the year,	164
Released on probation,	48
Returned from probation,	4

Nativity of parents of boys committed during the year : —

Both parents born in the United States,	21
Both parents born in Ireland,	46
Both parents born in Russia,	18
Both parents born in Italy,	30
Both parents born in Canada,	30
Both parents born in some other foreign country,	8
One parent native born,	14
Both parents foreign born, but of different nationalities,	27
One parent native born, other unknown,	5
One parent foreign born, other unknown,	17
Nativity of parents unknown,	26
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Nativity of boys committed during the year : —

Boston,	168
Elsewhere in Massachusetts,	13
Elsewhere in United States,	23
Russia,	10
Italy,	10
Ireland,	5
England,	3
Canada,	6
Germany,	1
Denmark,	1
Assyria,	1
Unknown,	1
	<hr/> 242

Parental relations of boys committed during the year:—

Both parents living,	150
Father only living,	18
Had stepmother,	12
Mother only living,	50
Had stepfather,	9
Both parents dead,	3
	<hr/> 242

Age of boys at commitment for year ending Jan. 31, 1903:—

7 years,	4
8 years,	10
9 years,	32
10 years,	44
11 years,	56
12 years,	47
13 years,	39
14 years,	10
	<hr/> 242

Average age, 11 years, 1 day.

Discharged and released during the year:—

Two months or less,	1
Three months or less,	5
Four months or less,	5
Five months or less,	15
Six months or less,	37
Seven months or less,	7
Eight months or less,	3
Nine months or less,	4
Ten months or less,	11
Eleven months or less,	4
Twelve months or less,	68
Thirteen months or less,	1
Fifteen months or less,	4
Seventeen months or less,	3
Eighteen months or less,	4
Nineteen months or less,	1
Twenty-one months or less,	4
Twenty-two months or less,	1
Twenty-four months or less,	34
	<hr/> 212

Average time spent by boys in the Parental School, 1 year.

The average age at commitment during the past year has been 11 years and 1 day, which is less by 5 months than during the year before. Whether this great difference in average age is simply a coincidence, or is the result of some change in the policy of dealing with truants before commitment, is a matter which the future may explain.

The average time spent in the school by boys discharged and released during the past year was 1 year, while the average for the year before was 1 year and 27 days. This considerable difference is explained in a large measure by the fact that twice as many (48) boys were released during the past year as were released during the previous year.

Work of the Schools. — The work of the schools has been substantially the same as during the previous year. Rhythmic work, however, has been introduced into three classes composed of the youngest boys, and all the rest of the boys have had two lessons in sloyd each week.

In the vacation school of five weeks, in July and August, a corps of seven teachers taught the following subjects: English, spelling, letter writing, reading, nature study, gymnastics and out-door plays and games, sloyd and basket weaving.

Health. — In general the health of the boys has been good and we have been free from epidemics and have had very few cases of serious sickness. Cultures for diphtheria are taken from the nose and throat of every boy when he enters the school, and every new boy is vaccinated if he fails to show evidence of recent vaccination.

The boys' teeth are examined several times during the year and treatment is given when needed. Their eyes are examined soon after entering the school, and spectacles provided when needed, the parents in many cases buying them. Some of the boys who were very backward and took little interest in their studies have made marked progress in their work, and have shown a lively interest in school since their defective sight was corrected by suitable spectacles.

Our Chief Needs. — We need an assembly room large enough to accommodate all the boys at one time, and artistic enough to attract every boy in the school. At least, so much should be done to break the endless monotony of book study as

ecitation ; at least, so much to stir the soul through chorus
ng, addresses and entertainments, which are now denied
boys for lack of a suitable room.

e need legislation that will authorize the trustees to release
on probation. The terminable sentence, entitling a boy
lease on condition that he comply with certain definite
rements, would prove of inestimable benefit to the boys
idually and to the institution. Such authority, vested in
trustees and wisely exercised by them, would result in a
general effort towards good conduct, which in reality is
ge part of character.

e need a juvenile court, presided over by a judge who is
ested in children, and who is distinguished for his kind-
fairness and experience in dealing with children, as well
r his legal learning and skill. In such a court we should
ct a greater uniformity in terms of sentence, a more thor-
consideration of the interests of the boys individually,
due thought given to the character and functions of the
al institutions to which they may be committed.

e need an officer to look after boys absent on parole, and
e especially should we need such an officer were the boys
sed in accordance with a merit system ; for in that event
siderable number would undoubtedly be released on pro-
n.

WORCESTER COUNTY TRUANT SCHOOL.

F. L. JOHNSON, *Superintendent.*

ne statement in last year's report needs to be reaffirmed,
if we would make the bad good, we must do something
besides punishing. Another year's experience continues
prify the above position.

mong the members of the various boards that visit this
ol there is a diversity of opinions regarding the manage-
t of a truant school. Some claim that a truant school
ld be so unpleasant, so dreaded by the boy, that he will
inue in school to avoid the evil consequences of being
nched" and "sent over ;" others say a truant school should
home, a place of kindly influence, where the boy is to be

amused, helped, taught to like the place, and to dislike leave it when his "time is out."

Perhaps it will be just as well for us not to take sides in brief a report. We may at least say that, when a child brought to a truant school from a prisoner's cell, having been sentenced to hard labor, he has lost whatever self-respect he may have had, and his hatred for school and what is good is intensified.

We are of the opinion that much good would come from taking truant school matters out of the court's hands entirely. If a boy will not attend school, let it be so arranged that he may be transferred from his own school and home to a truant school by the school authorities, until it is deemed suitable for him to be returned to his home and school duties.

Some boys require a longer time in the truant school than others. Who is a better judge of the time than he who has been daily with him in his school work? A man is sent to hospital to remain so long as his disease requires it. When the doctor pronounces him cured, he is discharged, though he may be brought back if conditions require a second admission. Truancy is a disease; it should be treated in a truancy hospital professionally, and the patient should remain until complete recovery. This can be done independently of police records and court sittings, and it leaves less of a stain or blot upon the boy's record.

The boy sent to a truant school for forty days or two years spends much of his time and brain work in counting to the day when he will "get out." It is important that this useful energy should be spent in the building up of the boy's mental and moral condition. Much stress is laid by visitors on the fact that in the truant school very few boys are returned. We much prefer, however, to see the boys a second time, or even a third time if necessary. The fact that a boy does not return is not a surety that he is attending school again, for in many cases he has gone from the truant school to a criminal institution. Yet opposite his name on the truant school record is found "first offence" only, while in other cases the boy returned with the stigma of a "second offence," and yet he becomes eventually a self-supporting citizen.

no set rule can be laid down for the management of boys in a truant school, as each individual case requires treatment suited to itself. The nearer, however, truant schools can come in touch with the public school and public school work, the more good they are likely to accomplish.

The school at Oakdale this year has been conducted upon the lines laid out in the past. We have not accepted new ideas simply because they are new, nor have we rejected old ideas because they are old; but we have used those methods which, under existing circumstances, have apparently helped the boy, more particularly in things necessary in after life. How far we have been successful will never be known until the final discharge comes, and a higher court has awarded the verdict.

Individual work in doors and out has gone on as heretofore. The kindly influence of a lady teacher has done much to smooth the rough ways of the year. The boys have become interested in the use of tools, and they look forward to the noon's drill in the workshop. Basket weaving has been introduced, with especially good results. Many Christmas presents have been made and sent away by the boys. The influence of the Worcester Normal School continues to come, and the work is being more and more appreciated by those who are particularly interested to observe it.

The real life of the school is at its best in the spring, summer, and fall, when the boys are out among their gardens, in the fields, woods and on the playground. Twenty-five gardens, each 5 by 10 feet, have been laid out and given to the boys. The boys are full of enthusiasm over them. There is nothing so dear to the boys as a set of tools and a plot of land. Parents and teachers should invest in them for the future.

TRUANT SCHOOLS AS SEEN BY AGENTS OF THE BOARD.

Mr. Fletcher says, of the Essex County Truant School:—

Thirty-two boys are in attendance. I saw them engaged in house-work, in the care of the barn and in chair-seating in the shop. There are fourteen acres of very good land connected with the school, and

the boys do considerable summer work in farming and gardening. Work in the chair shop has but a limited advantage as manual training. As a trade, it may be of use to some of the boys. There should be opportunities for sloyd work and simple carpentry.

I spent an hour in the schoolroom. The recitation of some inspiring poem was given in concert with very good spirit and expression. All of the boys read creditably pieces in which they were interested and a recitation in geography was quite good.

The boys seemed willing to respond to vigorous practised instruction. As the teacher had been in the school but a week, I could not judge of his ability. The new superintendent proposes to utilize some evenings of each week during the cold season in reading to the pupils and in writing and singing exercises.

The superintendent and his wife appeared to be well adapted to the work under their charge, and the boys manifested a very good spirit. To develop right moral, intellectual and physical tendencies in these boys, to return them to the public school with a disposition to remain and to study, and to prepare them, in a measure, through industrial training for active life, is a most important work. To provide facilities for training to good citizenship in an efficient and economical way should be the generous and judicious effort of those having charge of truant schools. In order to provide adequate instruction and sufficient opportunities for work, it may be necessary to have from 100 to 150 pupils in a school. Two or three counties may well combine for this purpose. Essex County should have for its truant school buildings a higher elevation of land, better facilities for manual work, larger accommodations for schoolrooms, library, teaching appliances, and dormitories roomy and well ventilated. Modern buildings are needed.

Mr. Fletcher says, of Hampden County Truant School:-

Of the 35 pupils in the school, 6 are fifteen years old or older. The influence of these older boys upon the younger boys is not regarded as good. The outward aspects of the school in order and industry impressed me favorably. In the schoolroom work proper to the number of grades represented made it difficult, if not impossible, for a single teacher to accomplish what should be done. The teacher is faithful and able in her work.

The management and influence of the superintendent and his wife are worthy of commendation. Berkshire County sends its truant boys to this school, and Franklin and Hampshire counties will probably do so.

the same privilege. The building should be increased to double the present capacity, and two or three teachers should be employed. Special arrangements should be made for manual training and shop-work. The need of this kind of work is all the more since the land is not well adapted to gardening and farming.

Mr. Prince says, of the Middlesex County Truant School at Melmsford:—

The school since my last visit four years ago has gained in number nearly 50 per cent., there being 147 pupils present on the day of my visit. Two of the schoolrooms are well ventilated and lighted, and are fairly well equipped with maps, charts, blackboards, books, &c. The third room is not well ventilated, but is to be renovated in respect to heating and ventilating during the coming summer. The reading library is fairly well stocked with books. It is to be hoped that further additions will be made of a class of books especially needed for this class of boys.

The course of study includes the ordinary subjects of reading, writing, language, arithmetic and geography. Physiology and nature study seem to be wanting; they may, however, be studied at other portions of the year. Manual training (sloyd) is given to the middle and upper-grade boys from four and one half to seven and one half hours weekly. It would be well if the lower-grade boys shared in some of the advantages of this work.

I found during my visit much to commend in the general spirit of the institution and in the apparent faithfulness of the officials. Some of the teaching was excellent and none was poor, although there was some evidence of a kind of formalism which is not now found in the best schools. I was especially glad to see that the teachers were trying to make the work as practical as possible.

Altogether, the county is to be congratulated on having a school well equipped and so well managed. When the new building is completed, there will be ample accommodations for 50 boys in each building, and there will be four schoolrooms, thus affording further opportunities for grading the pupils according to attainment.

In closing this fourth report of my visits to truant schools, I am conscious of the fact that no one of the reports has been made upon sufficient knowledge of the inner as well as the outer working of the schools. A single visit of inspection is not enough to ascertain fully either the good or the poor points of such schools as these. Visitation is either for the purpose of advising the authorities or for making

a report should be frequent, and the scrutiny should be thorough. Thus only can the best help be given and the fullest justice be done to these missionary workers who more than most people have it in their power to prevent misery and crime.

Mr. MacDonald says, of the school at Walpole : —

When I visited the Walpole Truant School, the school department proper was taking a vacation. As there is no manual training of any kind at this truant school, unless washing dishes and scrubbing floors may be so considered, and as the opportunities for farming are very meagre, even in the season most favorable to farming, it was difficult to understand why a vacation at the time of my visit was needed, and how the 50 or more boys there relieved the monotony of their imprisonment. I have no doubt that these boys are well provided for so far as their physical needs are concerned, but much remains to be done before it can be said that they are receiving an education suited to their needs.

Mr. MacDonald says, of the Parental School in Boston, practically a school for Suffolk County : —

The 250 boys at the Parental School are or soon will be excellently well housed, and are under good care and management with everything needed done for their physical well-being. For educational facilities there are eight schoolrooms and two rather limited manual training rooms, with ten teachers in all, two of whom give their whole time to teaching classes in simple forms of sloyd work. All the teachers appear to be earnest and efficient, and to be doing their best under certain hampering conditions, to train, educate and reform the boys that come under their care.

One of these hampering conditions is the short sentences on which many of the boys are sent to the school, often for only three months. It is evident to any one who considers the character of the boys who have to be sent to a truant school that three or even six months' time is not sufficient to enable the teachers to get a hold on a boy, and to give him a training needed to displace his old and evil habits with new and good ones. A boy, too, who comes for so short a time is apt to be more indifferent and less accessible than if he came for two years or so. Furthermore, most of these "short-sentence" boys very soon after their release are likely to be sent back on a second and even a third conviction, till at length they find themselves in an institution for more advanced criminals. The effect of this

as to me, can only be to harden and confirm them in their vicious habits. The fault here is with the courts.

Another hampering condition is the notion that the education of these boys must be similar in kind to that of the public schools from which they have fled, and carried along *pari passu* with it. This is an evident expectation when boys are sent to the school on short sentences.

While some of the boys in truant schools are normal in their mental make-up, and are the victims of their associations and of adverse environment, the most of them are more or less abnormal, and have become truants partly because the public schools were not furnishing them the educational nutriment that was suited to their natures and capacities. They need an education differing in kind from that of the normal pupil, or at least in the method of administration. For example, these boys generally like history, but they are very poor at memorizing or retaining it, and they can but little appreciate causes and effects and motives, — in short, those features that give history its greatest value to the average student. On the other hand, they are bright in its stories, especially those of heroic adventure and daring; and it is by these, without effort at memorization for examination, that the subject can stimulate their intellects and touch their moral sensibilities. So, too, they like arithmetic so far as it is confined to the solving of simple examples without analysis or explanation. Their intellects work best when acting in close association with some muscular activity. In one school, the youngest, the pupils were doing the simple braiding and mat making, and I could not help contrast the zeal of these boys, as well as of those in the manual training classes, with the lukewarmness of those in the rooms where pure intellectual work was doing. It seemed to suggest the way this class of boys must be reached, if at all.

Of the twenty-five hours per week given to schooling, about one-fifth, for six months in the year, is allowed for manual training. I strongly believe that if a third or a half of the whole time for the year were given to this, along more varied lines, it would give a greater uplift to these boys, while leaving ample time for all the intellectual education which they are capable of assimilating.

Besides this manual training, these boys need a great deal of outdoor work, requiring more vigorous muscular effort, in the way of agriculture and horticulture. In the opportunity for this, it seems to me the Boston Parental School is somewhat deficient. It is a pleasure to note, however, that the school has made considerable advance in all respects since I visited it three years ago.

Of the Worcester County Truant School at Oakdale, M
Prince says:—

A good spirit seems to pervade this school, and I have no doubt from what I saw in my visit that the boys are made better by their two years' stay in it. The day's program for each of the 20 boys is as follows: 5.45 A.M., rising time; 6.30, breakfast; 7, house duties and recreation; 10, school duties; 12 M., dinner; 12.30, house duties and recreation; 2, school duties; 4, playground; 5.30, supper; 6, evening duties, such as reading, games, music, talks, etc.; 7.30, retire.

The house duties consist of care of rooms and stairs, making beds, plain sewing, darning and patching, plain cooking, and washing and ironing. The industrial work consists of basket-making two hours a week for all the boys and woodworking two hours a week for six of the boys. Such work for this class of boys is too small an amount. There should be one hour a day at least of industrial work in which the making of useful objects is the aim. The school in other respects seemed at the time of my visit to be doing good work, the regular teacher having the assistance of one of the apprentices from the Worcester State Normal School. The superintendent also has a class in geography daily. I have seen nowhere in this class of schools so much freedom accorded the pupils as in this school. The result is apparent in the evident happiness of the boys and in their disinclination to run away. The confidence imposed in the boys is no doubt in most cases not misplaced, owing to the sympathetic spirit of the superintendent and his assistants; and yet there is danger, I believe, of over-confidence. What is needed for this class of boys, or, for that matter, for any class of boys, is such companionship with older persons as will insure absolute good order and at the same time give opportunity for self-control. An appeal to honor under such circumstances is felt quite as much as when boys are left alone for a long period of time. There is a world-wide difference between a spying system and a wise protection from too great temptation. The only question is, whether there is danger of such temptation in leaving entirely alone a dozen or twenty of such boys as these for an hour or two at a time; I believe there is.

Apart from the inquiries made by the superintendent on his own account, there appears to be no system of investigating the condition of the boys after they leave the school, and of helping them in good ways. This should, I believe, be a part of the State's policy in preventing crime.

Mr. MacDonald says, of the Lyman School for Boys:—

The Lyman School, with its 350 boys, has this advantage over the Boston Parental School, that its boys all come to it on sentences sufficiently long to enable the school to make a greater reformatory impression on them; and, besides, it is not obliged to make its course of studies conform to the usage of the public schools.

The instruction in the common school branches for most of the day is confined to the forenoon, and the afternoon sessions are devoted to aiding the slower and more backward pupils. There is no instruction at this time in special branches, as in agriculture and manual training, together with much outdoor work, according to the season.

The instruction is all good, but particularly in manual training it is thorough, extensive and diversified, and very creditable results are secured. I saw many excellent specimens of woodwork, — turning, carving, inlaying, and chair and cabinet making; and also of forging, blacksmithing and printing, and lastly of basket making by the young-boys. It is gratifying to report that I found the educational work of the Lyman School in a satisfactory condition, and tending more and more towards the right ideal for such institutions.

Mr. Prince reports upon the State Industrial School at Lancaster as follows:—

At the time of my visit there were only 5 girls in the school committed under the truancy law of 1898; 4 of these were in the house where the most innocent and youngest girls are; the other girl was waiting to be transferred to the School for the Feeble-minded. The greatest care seems to be taken to protect the girls from contamination, every part of the day being occupied either in active work or recreation, and there being no time at which the girls are not attended by a responsible person. The industrial work consists of four hours a week of sloyd, and home occupations, including care of the house, cooking, sewing, cutting and fitting garments and laundering.

So far as I could see, the girls seemed contented and happy, although they were necessarily under strict discipline. The separation of the girls into families, somewhat according to their character; the reward system, in which good behavior is rewarded with extra privileges; the evidently sympathetic spirit of the officers, especially that of the superintendent, — all contribute to the real reformation of the girls. A regular order and amount of work has to be followed by

the girls before they are placed in families, — an event to which look forward in pleasant anticipation.

The school seems to be the least satisfactory feature, the lack being largely due to existing conditions. If some gradation could be made so as to avoid the necessity of so much concert and individual work or if there could be fewer pupils to a teacher, so as to permit individual work of a good kind, the result would be more satisfactory. There seemed, too, in this part of the life of the girls a kind of repression or lack of freedom which girls of their age ought to have. It may be that the want of animation and joyous life was only temporary, due to the presence of visitors; it may be, also, that a greater degree of freedom could not under the circumstances be allowed.

As to the policy of committing school absentees and school offenders to this institution, I have some question. As a matter of fact, few of such girls have been sent here, there having been only 16 commitments of this kind since 1898. The judges as a rule avoid sending the simpler cases here, as disclosed by the fact reported to the superintendent, that all who have been committed under the truancy act have been guilty of more serious misdemeanors than that of truancy; 9 of the 16 appear to have been guilty of grossly indecent and chaste conduct.

If girls whose only offence is school absenteeism or stubbornness should be sent here, I am sure that no amount of care could prevent their being contaminated by contact with the other girls. The restrictions also, which seem to be necessary in an institution of this kind, make it an unfit place for young and comparatively innocent girls.

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AN ABSTRACT

OF THE

**SCHOOL RETURNS MADE BY THE SCHOOL COMMITTEES
OF THE SEVERAL TOWNS AND CITIES IN
THE COMMONWEALTH**

FOR

THE SCHOOL YEAR, 1901-1902.

BARNSTABLE COUNTY.

TOWNS AND CITIES.	Population - U. S. Census of 1900.	Valuation - May 1, 1901.	No. of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1901.		SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.					
				No. of persons in towns between 5 and 16 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pupils within the year under 6 years of age.	No. of different pupils within the year over 16 years of age.	No. of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.
Barnstable,	4,364	\$4,913,360	27	636	447	732	100	452	686	640	.93
Bourne,	1,667	2,210,025	11	236	211	326	43	212	302	276	.91
Brewster,	829	628,420	5	134	98	137	13	94	126	117	.93
Chatham,	1,749	905,022	12	247	184	280	33	184	254	223	.88
Dennis,	2,333	1,038,145	14	338	262	420	75	262	417	392	.94
Kausham,	502	320,814	3	82	57	85	4	65	71	62	.87
Falmouth,	3,500	7,352,874	16	473	315	557	85	334	470	422	.89
Harwich,	2,334	1,121,883	12	374	278	386	54	269	361	340	.94
Mashpee,	303	180,660	3	67	63	67	3	60	69	64	.91
Orleans,	1,123	554,799	4	169	101	220	28	101	192	177	.92
Provincetown,	4,247	1,819,546	21	771	544	834	89	511	739	687	.93
Sandwich,	1,448	982,400	8	229	157	224	19	155	203	193	.95
Truro,	767	350,300	6	148	108	155	14	106	125	109	.87
Wellfleet,	988	337,774	4	125	86	142	13	102	123	114	.93
Yarmouth,	1,692	1,813,324	9	162	121	257	64	140	219	202	.92
Totals,	27,526	\$24,939,236	155	4,191	3,022	4,826	638	3,029	4,347	4,007	.92

BERKSHIRE COUNTY.

Adams,	11,134	\$5,435,796	42	2,323	1,761	1,676	76	1,446	1,618	1,535	.95
Alford,	272	157,062	3	33	27	41	1	27	33	30	.90

SCHOOL RETURNS.

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Dalton,	3,014	2,760,699	18	616	333	664	1	40	301	486	186	.87
Egremont,	768	444,186	4	96	67	96	1	16	96	77	77	.87
Florida,	380	150,129	5	86	54	98	6	2	66	82	76	.92
Great Barrington,	6,854	4,210,716	30	982	694	1,086	12	104	660	944	842	.89
Hancock,	401	283,146	6	76	59	106	-	9	78	70	69	.85
Hinsdale,	1,485	679,838	10	247	177	297	10	18	165	243	223	.92
Lanesborough,	780	470,469	6	143	92	139	1	5	114	119	106	.90
Lee,	3,996	1,779,816	13	716	498	640	40	71	374	522	477	.91
Lenoix,	2,942	3,975,916	19	623	360	677	9	40	468	558	492	.88
Monterey,	466	228,767	4	96	67	88	-	9	68	64	56	.87
Mount Washington,	122	92,872	2	26	17	32	-	4	19	24	22	.93
New Ashford,	107	52,680	1	19	11	16	-	-	11	12	10	.83
New Marlborough,	1,282	667,363	10	221	168	242	3	9	190	185	166	.84
North Adams,	24,200	13,370,447	78	4,516	3,247	3,403	126	315	2,496	3,067	2,837	.93
Otis,	476	224,110	5	73	50	86	1	7	59	64	64	.85
Peru,	253	116,701	4	46	29	32	2	1	24	26	23	.88
Plattsfield,	21,766	16,110,378	106	4,021	2,846	3,804	12	327	2,663	3,335	3,061	.91
Richmond,	679	328,966	7	140	97	154	1	21	106	129	113	.88
Sandiafield,	661	323,965	8	89	69	120	2	7	77	84	74	.89
Savoy,	506	157,748	6	92	77	94	-	-	77	84	69	.82
Sheffield,	1,804	880,675	11	263	202	360	8	46	233	254	228	.90
Stockbridge,	2,061	3,323,606	11	390	274	434	-	39	310	376	331	.88
Tyringham,	388	221,226	3	61	37	66	1	6	42	49	41	.83
Washington,	377	255,832	6	86	60	96	4	3	62	69	68	.84
West Stockbridge,	1,158	409,400	8	200	150	223	3	16	152	183	162	.89
Williamstown,	5,013	2,769,276	22	867	592	906	6	104	568	760	696	.92
Windsor,	507	196,174	7	98	64	104	4	7	74	77	71	.93
Totals,	95,667	\$61,280,580	474	17,661	12,673	16,563	296	1,394	11,506	14,067	12,850	.91

BARNSTABLE COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.								LENGTH OF SCHOOLING.		HIGH SCHOOLS.				
	No. of teachers re- quired by the pub- lic schools.	No. of different male teachers employed during the school year.	No. of different fe- male teachers em- ployed during the school year.	No. of teachers that have graduated (from normal schools.	No. of teachers that have attended nor- mal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Average No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.	
Barnstable,	27	8	20	18	22	\$68 03	\$41 61	238	8-16	2	4	90	{ 10 9-10	\$1,000 00	
Bourne,	12	3	11	7	9	78 85	42 21	94-10	8-12	1	2	39	9-10	700 00	
Brewster,	6	1	5	2	4	80 00	40 00	43	8-10	1	2	30	9	900 00	
Chatham,	12	1	15	2	9	90 00	29 60	108	9	1	1	45	9	1,125 00	
Dennis,	14	6	9	6	9	61 00	35 00	113-16	8-2	2	2	70	{ 9 9-10	810 00	
Eastham,	3	-	4	3	4	40 00	40 00	27	9	-	-	-	-	630 00	
Falmouth,	18	3	16	4	10	97 33	49 00	148-16	9-10	1	3	73	10	1,400 00	
Harwich,	13	1	15	4	6	75 00	37 00	102-13	8-11	1	1	38	9-14	750 00	
Mashpee,	3	1	2	1	1	50 00	40 00	24	8	-	-	-	-	-	
Orleans,	7	2	5	3	3	67 50	36 00	35-13	9	1	2	49	9-13	800 00	
Provincetown,	23	1	23	6	6	103 00	34 65	180-10	9-10	1	3	61	9-10	1,028 00	
Sandwich,	9	3	14	7	9	79 49	36 93	69	8-16	1	2	22	9-10	751 55	
Tyng,	6	-	7	1	2	89 52	37 66	54	9	-	-	-	-	-	
Wellfleet,	4	1	3	1	1	71 00	34 66	38	9-10	1	1	29	9-10	850 00	
Yarmouth,	12	5	8	2	4	71 00	37 00	81	9	1	1	23	9	1,000 00	
Totals,	169	36	107	66	99	\$73 88	\$37 97	1,353-16	8-15	14	24	679	9-9	\$12,382 55	

BERKSHIRE COUNTY — CONTINUED.

Adams,	63	6	47	21	24	\$120 51	\$44 51	404-2	9-13	1	7	145	9-16	\$1,700 00
Alford,	1	-	-	-	-	-	27 60	23-5	7-7	-	-	-	-	-

SCHOOL RETURNS.

v

Dalton,	18	1	17	9	120 00	45 06	169-16	9-8	1	3	64	9-17	1,200 00
Egremont,	4	1	4	3	43 79	33 24	39-17	9-14	-	-	-	-	-
Florida,	5	1	8	3	-	34 70	39-5	7-17	-	-	-	-	-
Great Barrington,	31	2	20	11	120 00	39 11	40-11	9-9	1	7	178	9-16	1,800 00
Hancock,	6	-	7	2	-	21 97	48	8	-	-	-	-	-
Hinsdale,	11	1	10	5	66 63	32 44	90	9	1	1	37	9-5	600 00
Lanesborough,	6	-	8	3	-	34 00	47-5	7-7	-	-	-	-	-
Lee,	18	1	17	3	128 20	38 72	125-16	9-13	1	2	78	9-15	1,260 00
Lenox,	21	1	20	16	110 00	43 36	181-4	9-16	1	3	68	9-11	1,100 00
Monterey,	4	1	3	-	29 63	28 67	10-11	8-1	-	-	-	-	-
Mount Washington,	2	1	1	2	40 00	40 00	20	10	-	-	-	-	-
New Ashford,	2	1	1	2	-	32 00	8	8	-	-	-	-	-
New Marlborough,	10	-	12	2	-	27 00	89-5	8-18	-	-	-	-	-
North Adams,	108	6	100	51	120 00	51 70	741-5	9-10	1	10	221	9-15	2,200 00
Otis,	6	1	6	1	28 00	28 67	10	8	-	-	-	-	-
Peru,	4	1	5	1	20 00	28 00	32	8	-	-	-	-	-
Pittsfield,	118	10	112	19	113 00	43 31	992-7	9-9	1	8	239	9-11	2,000 00
Richmond,	7	-	7	2	-	33 14	61-8	8-15	-	-	-	-	-
Sandisfield,	8	1	14	2	21 00	20 76	16	7-19	-	-	-	-	-
Savoy,	6	2	12	8	30 14	30 14	47-5	7-17	-	-	-	-	-
Sheffield,	11	1	10	4	60 00	32 00	104-10	9-10	1	1	37	9-10	570 00
Stockbridge,	15	3	16	13	81 23	43 19	106-15	9-14	1	3	59	9-16	1,200 00
Tyringham,	3	-	5	1	-	32 97	24-5	8-1	-	-	-	-	-
Washington,	6	-	10	4	-	29 66	52-16	8-15	-	-	-	-	-
West Stockbridge,	8	2	6	4	28 00	33 33	73-13	9-4	-	-	-	-	-
Williamstown,	29	4	27	14	66 67	37 90	191-14	9-3	1	3	80	9-11	1,000 00
Windsor,	7	-	9	2	-	28 75	56	8	-	-	-	-	-
Totals,	549	49	652	169	224	932 09	4,359-16	9-3	11	49	1,234	9-13	915,220 00

BARNSTABLE COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such support diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and transient services.	Superintendent of schools.	Text-books and school supplies.	School auditors.			
Barnstable,	\$15,452 55	\$2,207 30	\$2,275 08	\$253 45	\$1,200 00	\$1,100 00	\$360 97	\$22,819 36	\$3,423 07	\$19,426 28
Bourne,	6,277 60	676 09	808 83	95 00	675 00	—	30 00	8,253 21	908 58	7,343 63
Brewster,	2,312 70	274 50	226 38	97 00	312 60	—	78 81	3,670 62	1,177 84	2,492 78
Chatham,	3,680 00	372 00	769 38	221 25	499 94	410 21	508 77	6,463 55	—	6,033 97
Dennis,	5,171 25	—	837 26	195 00	1,008 15	—	70 28	7,782 45	1,273 69	6,508 77
Eastham,	1,318 40	310 00	168 74	—	199 10	158 70	56 53	2,201 47	1,042 94	1,158 53
Palmouth,	10,052 60	2,128 77	2,602 09	166 12	1,400 00	1,005 31	68 75	17,423 54	534 00	16,889 54
Harwich,	4,852 25	100 00	910 61	145 50	767 50	643 24	57 62	7,484 72	1,170 26	6,314 47
Mashpee,	1,066 50	—	166 51	37 50	165 00	106 32	21 65	1,553 48	938 06	590 40
Orleans,	2,964 25	984 70	460 20	20 00	244 20	—	48 15	4,954 38	1,198 81	3,756 07
Provincetown,	8,847 53	—	1,659 75	97 05	833 40	1,008 79	407 97	12,854 49	1,023 03	11,831 46
Sandwich,	3,493 76	234 60	841 78	15 50	675 00	412 15	244 44	5,917 23	1,087 28	4,829 95
Truro,	2,065 40	—	379 40	107 75	—	217 73	44 92	2,815 20	604 78	2,210 42
Wellfleet,	1,910 46	—	310 85	87 50	166 66	—	63 72	3,199 04	—	2,632 06
Yarmouth,	4,011 78	657 00	665 95	116 50	488 70	253 00	161 73	6,349 66	2,023 14	4,326 52
Totals,	\$72,676 93	\$6,368 46	\$13,072 81	\$1,555 12	\$8,620 25	\$7,253 02	\$2,226 11	\$113,771 90	\$17,427 05	\$96,344 85

BERKSHIRE COUNTY — CONTINUED.

Adams,	\$26,270 78	\$180 80	\$4,846 77	\$375 00	\$1,949 96	\$2,250 67	\$1,922 27	\$37,786 26	—	\$37,786 26
Alford,	949 86	—	73 26	—	—	10 84	—	1,033 95	\$605 00	427 95

SCHOOL RETURNS.

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Dalton,	9,703 50	204 00	2,604 29	225 00	1,060 00	1,153 90	519 79	15,460 88	1,642 44	13,818 44
Egmont,	2,182 80	-	174 91	30 50	112 50	274 17	35 12	2,809 50	1,404 62	1,404 88
Florida,	1,572 00	-	66 50	30 00	255 56	133 07	16 23	2,078 86	1,273 96	900 00
Great Barrington,	13,815 30	1,339 07	3,777 30	249 00	1,200 00	1,389 66	1,112 99	22,883 32	3,126 64	19,756 68
Hancock,	1,283 50	-	99 70	56 50	-	103 27	9 50	1,582 47	606 15	927 32
Hinsdale,	3,492 50	-	608 45	-	298 46	261 55	33 00	4,673 96	745 49	3,928 47
Lanesborough,	1,639 20	21 80	261 50	101 25	-	96 07	262 32	2,382 64	264 86	2,117 78
Lee,	7,490 70	573 20	1,887 85	368 00	450 00	774 96	948 46	11,383 15	954 48	10,928 67
Leicester,	9,131 87	189 00	1,961 64	300 00	799 92	1,387 72	190 36	13,950 61	200 00	13,750 61
Monterey,	1,365 00	308 47	29 60	56 00	150 00	62 59	21 75	2,013 41	1,434 65	578 76
Mt. Washington,	536 00	-	51 16	42 45	-	86 97	53 37	1,098 95	776 38	322 57
New Ashford,	256 00	-	42 25	44 60	-	21 64	7 85	372 34	266 34	106 00
New Marlborough,	2,815 00	133 75	222 33	129 50	300 00	401 47	28 93	4,030 96	919 53	3,111 45
North Adams,	57,371 71	760 00	10,700 00	1,850 00	2,850 00	3,900 12	1,500 00	78,931 83	-	78,931 83
Otla,	1,106 00	172 50	64 25	70 00	150 00	53 13	33 88	1,733 51	952 08	781 43
Penn,	719 00	356 00	44 50	30 00	173 06	73 20	29 34	1,241 60	768 08	483 52
Pittsfield,	58,023 26	-	13,519 61	1,368 58	2,300 00	6,394 85	1,220 86	33,173 06	1,472 05	83,173 08
Richmond,	2,294 40	-	251 80	38 29	262 50	312 93	46 97	3,206 89	1,143 86	1,784 84
Sandisfield,	1,575 25	279 87	76 96	116 76	-	122 43	16 85	2,188 21	1,241 28	1,044 35
Savoy,	1,432 00	124 50	53 19	84 44	346 16	87 31	11 00	2,138 60	595 93	897 32
Sheffield,	3,797 00	422 87	537 67	82 00	450 00	470 86	113 48	5,878 86	478 13	5,277 92
Stockbridge,	7,108 50	585 85	1,142 32	225 00	500 00	746 95	222 04	10,530 66	832 71	10,062 53
Tyringham,	553 50	324 00	98 50	30 00	108 00	26 68	-	1,440 68	966 99	607 97
Washington,	1,417 00	99 00	62 86	27 06	177 24	133 71	50 14	1,966 99	1,434 70	1,000 00
West Stockbridge,	2,421 00	63 60	325 84	78 00	375 00	237 57	46 72	3,550 73	186 00	2,116 03
Williamstown,	10,379 14	180 00	3,278 89	184 00	1,200 00	1,367 85	183 50	16,708 38	1,072 13	16,542 38
Windsor,	1,648 00	53 50	57 18	35 00	403 86	106 18	10 00	2,323 71	-	1,261 58
Totals,	\$240,222 18	\$6,917 36	\$47,760 64	\$6,234 02	\$16,689 25	\$23,133 85	\$8,235 07	\$349,252 37	\$29,063 70	\$320,189 67

SCHOOL RETURNS.

Egremont,	167 00	362 43	30 67	131 71	197 67	1,602 66	-	-	-	66 54
Florida,	-	131 71	131 71	131 71	131 71	931 71	-	-	-	-
Great Barrington,	3,662 66	776 84	776 84	4,339 50	4,339 50	24,096 18	\$1,000 00	\$67 64	\$1,000 00	354 75
Hancock,	-	71 97	71 97	71 97	71 97	999 29	200 00	12 00	-	-
Hinsdale,	-	60 53	60 53	60 53	60 53	3,959 00	1,000 00	50 00	-	-
Lanesborough,	-	188 23	188 23	188 23	188 23	2,306 01	-	-	-	-
Lee, . . .	577 21	344 89	344 89	922 10	922 10	11,860 77	366 00	-	-	-
Lenox, . .	-	1,196 31	1,196 31	1,196 31	1,196 31	14,946 82	-	-	-	-
Monterey,	38 00	18 66	18 66	56 66	56 66	636 42	-	-	-	38 90
Mount Washington,	-	-	-	-	-	323 57	100 00	6 00	-	16 18
New Ashford, .	61 30	-	61 30	61 30	61 30	167 30	-	-	-	-
New Marlborough, .	48 39	60 75	99 14	99 14	99 14	3,210 59	-	-	-	160 70
North Adams,	2,090 00	1,500 00	3,590 00	3,590 00	3,590 00	82,521 83	-	-	-	640 81
Otis, . . .	-	18 20	18 20	18 20	18 20	799 63	-	-	-	42 42
Parn, . . .	-	6 00	6 00	6 00	6 00	488 52	-	-	-	42 54
Pittsfield, . .	6,117 92	3,560 20	9,678 12	9,678 12	9,678 12	92,851 18	-	-	-	-
Richmond, . .	-	65 16	65 16	65 16	65 16	1,806 00	-	-	-	37 98
Sandisfield, . .	115 93	5 56	5 56	121 48	121 48	1,165 83	1,290 00	77 40	-	77 16
Savoy, . . .	-	183 92	183 92	1,201 63	1,201 63	2,098 95	1,297 00	77 82	-	62 58
Sheffield, . .	1,017 71	81 58	81 58	715 58	715 58	5,993 50	1,243 50	60 00	-	159 66
Stockbridge, . .	634 00	225 87	225 87	225 87	225 87	10,278 40	-	-	-	-
Tyringham, . .	-	36 76	36 76	36 76	36 76	644 73	-	-	-	32 52
Washington, . .	260 36	4 66	4 66	265 04	265 04	1,265 04	-	-	-	49 22
West Stockbridge, .	363 08	40 66	40 66	393 74	393 74	2,509 77	-	-	-	77 16
Williamstown, . .	-	1,040 25	1,040 25	1,040 25	1,040 25	17,582 63	-	-	-	-
Windsor, . .	-	39 78	39 78	39 78	39 78	1,391 36	376 00	22 75	-	61 06
Totals,	\$14,372 17	\$11,122 66	\$27,360 54	\$27,360 54	\$27,360 54	\$347,549 21	\$6,870 50	\$353 62	\$6,870 50	\$1,993 15

BERKSHIRE COUNTY — CONCLUDED.

[illegible]

SCHOOL RETURNS.

	No.	Value	Acres	Area	Perch	Total
Dalton,	767 44	-	-	-	-	-
Egremont,	780 46	\$49 00	-	-	-	-
Florida,	780 46	-	-	-	-	-
Great Barrington,	-	-	2	60	-	-
Hancock,	780 46	-	-	-	-	-
Hinsdale,	917 44	-	-	-	-	-
Lanesborough,	838 08	-	-	-	-	-
Lee,	638 08	701 61	2	177	200 00	\$10,000 00
Lenox,	-	-	-	-	-	-
Monterey,	730 46	-	-	-	-	-
Mount Washington,	300 00	-	-	-	-	-
New Ashford,	300 00	-	-	-	-	-
New Marlborough,	738 08	-	-	-	-	-
North Adams,	-	-	2	1,638	2,000 00	-
Otis,	838 08	-	-	-	-	-
Peru,	838 08	-	-	-	-	-
Pittsfield,	-	450 00	4	797	11,200 00	-
Richmond,	838 08	-	-	-	-	-
Sandisfield,	780 46	-	-	-	-	-
Savoy,	780 46	-	-	-	-	-
Sheffield,	738 08	-	-	-	-	-
Stockbridge,	-	20 00	1	10	-	-
Tyringham,	658 71	-	-	-	-	-
Washington,	838 08	-	-	-	-	-
West Stockbridge,	1,017 44	-	-	-	-	-
Williamstown,	767 44	106 00	1	80	300 00	-
Windsor,	708 71	-	-	-	-	-
Totals,	\$19,626 90	\$1,325 61	18	3,266	\$15,673 16	\$10,000 00

BRISTOL COUNTY.

TOWNS AND CITIES.	SCHOOL CENSUS DATA SEPT. 1, 1901.		Valuation - May 1, 1901.	No. of public schools.	SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.					
	No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.			No. of different pu- pils within the year under 5 years of age.	No. of different pu- pils within the year over 15 years of age.	No. of different pu- pils within the year between 7 and 14 years of age.	Average member- ship of all the schools.	Average attendance of all the schools.	Percentage of at- tendance based on average member- ship.
Acushnet,	201	141	\$636,870	7	196	3	136	162	142	.88
Attleborough,	2,089	1,467	7,716,134	49	2,230	63	1,499	1,869	1,714	.92
Berkley,	173	145	438,266	7	178	1	145	164	134	.67
Dartmouth,	596	407	2,719,075	20	576	9	398	493	429	.87
Dighton,	296	219	774,632	12	300	8	201	263	239	.91
Easton,	921	650	4,781,998	32	1,070	76	650	1,001	907	.91
Fairhaven,	657	441	2,330,992	14	680	3	425	578	517	.90
Fall River,	20,380	14,491	74,554,890	278	16,801	316	11,125	13,187	12,048	.91
Freetown,	246	175	812,045	5	263	1	179	231	209	.91
Mansfield,	710	487	2,003,070	18	769	-	497	692	646	.93
New Bedford,	11,302	7,741	62,896,040	209	8,793	160	6,178	7,608	7,015	.92
North Attleborough,	1,230	886	3,917,186	39	1,400	17	933	1,368	1,169	.92
Norton,	254	166	898,450	10	261	3	211	212	185	.87
Raynham,	250	183	741,848	8	250	2	190	211	187	.89
Rehoboth,	288	208	775,320	13	305	4	210	251	216	.86
Seekonk,	235	166	1,021,800	9	278	5	194	213	179	.84
Somerset,	418	315	1,050,343	9	398	3	296	350	319	.91
Swansea,	278	183	986,235	11	302	6	216	254	239	.90
Taunton,	5,016	3,721	21,303,180	131	4,942	3	3,486	4,531	4,217	.93
Westport,	536	384	1,576,350	19	485	10	331	398	350	.88
Totals,	46,971	32,571	\$191,946,214	697	39,492	687	27,484	33,914	31,041	.91

SCHOOL RETURNS.

xiii

Chilmark,	324	\$238,230	3	42	33	48	-	6	33	32	28	.88
Cottage City,	1,100	1,462,400	6	168	112	179	7	3	140	148	137	.92
Edgartown,	1,209	740,799	5	146	108	167	-	26	106	159	145	.91
Gay Head,	173	25,996	1	38	28	45	1	8	26	34	29	.85
Gosnold,	164	235,214	1	19	13	21	-	2	13	19	16	.84
Tisbury,	1,149	1,020,758	6	187	101	189	-	30	102	165	151	.92
West Tisbury,	442	386,436	3	41	29	54	-	6	29	43	40	.93
Totals,	4,561	\$4,299,823	24	584	421	673	8	80	447	600	546	.91

BRISTOL COUNTY -- CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.								LENGTH OF SCHOOLING.		HIGH SCHOOLS.				
	No. of teachers re- quired by the pub- lic schools.	No. of different male teachers employed during the school year.	No. of different fe- male teachers em- ployed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended nor- mal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Average No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.	
Acushnet,	7	-	11	6	7	\$35 33	\$35 33	65-7	9-6	-	-	-	-	-	
Attleborough,	63	6	63	22	36	\$86 66	46 89	410-6	9-16	-	6	151	9-16	\$1,600 00	
Berkley,	7	1	7	2	3	34 00	31 68	59-10	9-10	-	-	-	-	517 00	
Dartmouth,	22	5	20	2	3	52 78	32 33	180-10	9-4	3	3	27	9-16	514 00	
Dighton,	12	-	17	1	3	-	35 16	102	8-10	-	-	-	-	513 00	
Easton,	31	2	32	8	10	121 26	46 72	313	9-14	-	4	127	10	1,600 00	
Fairhaven,	19	1	24	7	8	100 00	41 18	132	9-8	-	3	89	9-17	1,000 00	
Fall River,	356	27	330	33	54	128 88	54 29	2,730	10	-	23	669	10	3,000 00	
Freetown,	4	-	9	4	4	-	34 44	72	9	-	-	-	-	-	
Mansfield,	20	2	28	6	7	104 44	44 38	157-4	8-15	-	3	75	9-13	1,200 00	
New Bedford,	237	12	225	56	62	186 11	66 47	1,948-18	9-6	-	16	410	9-18	2,750 00	
North Attleborough,	40	2	42	17	29	90 00	47 55	310-6	9-2	-	4	96	9-12	1,800 00	
Norton,	11	1	15	7	9	62 60	37 60	95	9-10	-	-	-	-	-	
Raynham,	8	1	13	7	8	44 00	38 33	69-18	8-14	-	-	-	-	-	
Rehoboth,	13	1	15	-	2	29 60	29 50	100-17	8	-	-	-	-	-	
Seekonk,	9	-	16	5	7	-	33 48	81	9	-	-	-	-	-	
Somerset,	9	-	10	2	3	-	35 28	78-16	8-15	-	-	-	-	-	
Swansea,	11	3	12	2	6	33 33	32 68	98-17	8-19	-	-	-	-	-	
Taunton,	142	12	130	43	61	127 19	54 94	1,212	9-5	-	12	460	10	2,000 00	
Westport,	19	3	17	2	4	42 94	30 58	169-1	8-19	-	1	17	9-18	640 00	
Totals,	1,047	79	1,036	235	316	\$115 18	\$62 29	8,386-8	9-6	12	70	2,111	9-16	\$16,934 00	

SCHOOL RETURNS.

XV

Chilmark,	3	1	3	2	3	00	\$36	16	8	-	13	-	\$575
Cottage City,	7	1	6	4	3	00	\$75	03-2	8-17	8-17	27	9	640
Edgartown,	6	1	5	1	1	00	60	44	8-16	-	-	-	-
Gay Head,	2	1	1	-	-	00	40	9	9	-	-	-	-
Gosnold,	1	-	1	-	-	-	-	9	9	-	-	-	-
Tisbury,	6	1	5	3	3	00	70	44-2	8-16	8-13	38	-	450
West Tisbury,	4	-	6	2	2	-	-	27	9	-	-	-	-
Totals,	28	4	26	12	12	\$61 25	\$37 21	202-4	8-5	78	8-16	5	\$1,686

BRISTOL COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF SCHOOLS.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and transient service.	Superintendent of schools.	Text-books and school supplies.	School auditors.			
Acushnet.	\$3,061 70	\$442 88	\$75 00	88 00	\$300 00	\$53 80	\$52 02	\$4,018 40	\$380 47	\$3,137 93
Attleborough.	23,988 17	1,364 00	6,973 58	735 00	1,740 00	3,339 62	344 58	43,484 55	1,161 80	42,322 55
Berkley.	2,258 75	170 00	203 80	156 40	-	332 27	18 20	3,189 42	1,347 83	1,791 59
Dartmouth.	7,434 28	737 00	1,232 44	275 00	750 00	468 96	253 57	11,151 25	1,432 00	9,719 25
Dighton.	5,366 70	112 50	691 72	223 31	-	388 06	62 77	6,845 06	504 78	6,340 28
Easton.	16,616 20	1,040 92	5,320 40	225 00	1,601 75	1,433 39	608 69	26,846 36	7,594 99	19,251 36
Fairhaven.	8,823 90	388 26	2,073 94	89 10	900 00	557 07	498 57	13,277 83	1,719 76	11,558 08
Fall River.	212,666 33	676 80	54,507 39	5,045 74	3,800 00	15,104 62	5,741 18	297,042 08	6,598 00	290,444 08
Freetown.	2,894 20	142 50	309 35	98 90	500 00	231 58	26 00	4,201 53	1,713 94	3,488 59
Marshall.	9,028 00	315 38	2,152 16	190 00	600 00	1,529 37	491 07	14,365 97	1,783 55	12,582 42
New Bedford.	151,985 93	316 25	30,245 95	2,900 00	3,500 00	14,446 50	17,423 14	220,866 77	2,933 00	217,933 77
No. Attleborough.	18,042 00	-	4,668 21	361 50	1,800 00	2,047 18	1,498 42	28,406 31	-	28,406 31
Norton.	5,278 62	162 90	464 72	20 35	600 00	375 34	32 00	6,933 93	1,062 26	5,861 65
Raynham.	3,303 05	360 00	307 24	125 00	800 00	219 42	109 38	4,724 09	862 75	3,861 34
Rehoboth.	3,065 25	162 00	301 25	120 00	-	145 47	62 25	3,868 22	738 08	3,118 14
Sepkton.	2,728 10	-	315 20	110 50	499 74	353 08	39 88	4,046 50	1,414 31	2,632 19
Somerset.	5,307 45	554 28	492 93	197 82	-	366 28	69 84	6,978 55	261 80	6,716 75
Swansea.	4,634 48	283 42	283 42	80 00	500 00	232 40	122 74	5,753 04	1,248 91	4,506 13
Taunton.	86,101 01	1,314 50	13,515 13	799 92	2,400 00	5,175 36	5,151 75	114,457 67	1,507 74	112,949 93
Westport.	5,160 40	396 25	534 01	385 25	750 00	265 68	174 01	7,636 50	1,142 50	6,493 00
Totals.	\$3,822,544 52	\$8,562 41	\$124,607 83	\$12,162 79	\$20,101 49	\$47,094 20	\$32,777 06	\$828,030 30	\$36,224 55	\$792,806 72

SCHOOL RETURNS.

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Chilmark,	\$730 76	\$211 75	\$57 50	\$42 00	\$155 00	\$51 45	\$10 12	\$1,258 58	\$958 71	\$230 87
Cottage City,	2,851 83	252 00	760 46	100 00	387 50	112 56	128 63	4,592 96	412 50	4,180 48
Edgartown,	2,153 38	165 86	246 03	80 75	387 50	270 99	172 07	3,480 60	512 00	2,968 10
Gay Head,	686 00	-	34 00	33 00	-	57 00	97 06	808 05	700 06	108 00
Gosnold,	360 00	-	36 60	41 25	-	64 16	16 75	507 65	307 65	200 00
Tisbury,	2,573 23	210 02	509 86	60 00	310 83	271 84	50 66	3,986 54	842 46	3,144 08
West Tisbury,	1,260 00	-	231 19	20 00	309 96	106 41	39 26	1,966 82	854 78	1,112 04
Totals,	\$10,507 30	\$840 65	\$1,874 54	\$379 00	\$1,550 79	\$934 40	\$514 54	\$16,601 22	\$1,586 66	\$12,012 67

BRISTOL COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.					Principal.	Income.	
Acushnet.	-	-	\$212 95	\$212 95	-	\$212 95	\$3,350 88	-	-	\$215 94
Attleborough.	\$21,195 84	\$1,791 00	2,828 00	26,814 84	-	26,814 84	68,136 39	-	-	1,099 92
Berkley.	-	64 20	124 52	178 72	-	178 72	1,970 31	-	-	44 61
Dartmouth.	-	-	988 42	988 42	-	988 42	10,712 67	\$2,000 00	\$80 80	513 07
Dighton.	-	-	256 91	256 91	-	256 91	6,597 19	-	-	160 68
Easton.	-	-	922 50	922 50	-	922 50	20,174 26	100,000 00	7,037 59	796 12
Fairhaven.	-	325 00	378 70	703 70	-	703 70	12,261 78	-	-	498 80
Fall River.	91,903 46	-	36,874 46	128,777 92	-	128,777 92	419,221 98	50,000 00	2,613 81	-
Freetown.	-	-	146 38	146 38	-	146 38	3,634 97	-	-	208 91
Manassett.	-	-	693 35	693 35	-	693 35	13,275 77	-	-	609 47
New Bedford.	107,636 04	6,826 63	6,673 37	121,136 04	-	121,136 04	339,049 81	51,000 00	3,060 00	615 81
North Attleborough.	-	-	1,346 18	1,346 18	-	1,346 18	29,750 49	-	-	717 17
Norton.	-	-	387 27	387 27	-	387 27	6,238 92	-	-	354 74
Raynham.	-	-	116 91	116 91	-	116 91	3,978 25	-	-	292 25
Rehoboth.	-	-	91 35	91 35	-	91 35	3,209 49	-	-	414 03
Seekonk.	-	102 60	167 77	270 37	-	270 37	2,902 56	8,476 00	339 04	369 11
Worcester.	1,696 86	100 94	-	1,797 80	-	1,797 80	6,614 55	-	-	176 35
Swansea.	-	63 24	261 66	324 90	-	324 90	4,831 03	-	-	340 42
Taunton.	-	1,200 00	6,027 03	7,227 03	-	7,227 03	119,876 96	-	-	-
Westport.	-	-	171 68	171 68	-	171 68	6,664 68	-	-	265 58
Totals.	\$222,432 20	\$10,463 51	\$58,673 41	\$291,569 22	-	\$291,569 22	\$1,084,374 94	\$211,476 00	\$13,031 24	\$7,592 69

SCHOOL RETURNS.

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Chilmark,	-	\$14 87	\$41 84	\$56 71	-	\$56 71	\$356 68	-	\$26 40
Cottage City,	-	213 26	106 13	321 39	-	321 39	4,501 87	-	109 78
Edgartown,	-	-	146 66	146 68	-	146 68	3,113 68	-	-
Gay Head,	-	-	25 33	25 33	-	25 33	133 33	-	-
Gosnold,	-	16 65	-	16 65	-	16 65	216 65	-	-
Tisbury,	-	114 26	18 29	132 55	-	132 55	3,276 63	-	106 08
West Tisbury,	-	-	-	-	-	-	1,112 04	-	-
Totals,	-	\$359 ■	\$339 17	\$698 21	-	\$698 21	\$12,710 78	-	\$243 26

BOARD OF EDUCATION.

BRISTOL COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1902.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN —		Principal.	Income.
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.		
Acushnet,	\$630 47	-	-	-	-	-	-	-	-	-
Attleborough,	-	-	-	-	-	-	-	-	-	-
Berkley,	838 08	-	-	-	-	-	-	-	-	-
Dartmouth,	588 08	-	-	-	-	-	-	-	-	-
Dighton,	917 44	-	-	-	-	-	-	-	-	-
Easton,	-	\$390 00	-	-	-	-	-	-	-	-
Fairhaven,	588 08	200 00	4	1,576	14	4,758	\$7,125 00	9,960 00	\$8,000 00	-
Fall River,	-	500 00	-	-	-	-	-	-	-	-
Freetown,	738 08	-	-	-	-	-	-	-	-	-
Mansfield,	638 08	-	1	53	11	8,694	4,000 00	6,600 00	-	-
New Bedford,	-	-	1	114	-	-	-	-	-	-
North Attleborough,	-	200 00	1	-	-	-	12,888 00	-	82,095 00	\$3,176 13
Norton,	917 44	-	-	-	-	-	-	-	-	-
Raynham,	738 08	-	-	-	-	-	-	-	-	-
Rehoboth,	738 08	-	-	-	-	-	-	-	-	-
Seekonk,	638 08	-	-	-	-	-	-	-	-	-
Somerset,	817 44	-	-	-	-	-	-	-	-	-
Swansea,	738 08	-	-	-	-	-	-	-	-	-
Taunton,	-	-	1	41	1	677	2,600 00	-	-	-
Westport,	530 46	-	-	-	-	-	-	-	-	-
Totals,	\$10,055 97	\$1,230 00	7	1,788	28	9,149	\$26,513 00	\$17,350 00	\$82,095 00	\$3,176 13

SCHOOL RETURNS.

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[illegible]

ESSEX COUNTY.

TOWNS AND CITIES.	SCHOOL CENSUS DATA SEPT. 1, 1901.		Valuation - May 1, 1901.	Population - U. S. Census of 1900.	No. of public schools.	SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.					
	No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.				No. of different pu- pils within the year under 5 years of age.	No. of different pu- pils within the year over 15 years of age.	No. of different pu- pils within the year between 7 and 14 years of age.	Average member- ship of all the schools.	Average attendance of all the schools.	Percentage of at- tendance based on average member- ship.
Amesbury,	1,564	1,154	\$5,118,119	9,473	30	2	111	789	1,017	939	.92
Andover,	947	688	5,455,243	6,813	36	97	99	699	1,050	1,014	.97
Beverly,	2,342	1,742	17,112,325	13,884	63	-	223	1,617	2,238	2,066	.92
Boxford,	93	63	811,405	704	5	4	6	86	83	76	.92
Danvers,	1,460	978	5,282,580	8,542	33	23	134	938	1,390	1,247	.90
Essex,	306	223	992,608	1,663	9	5	26	225	292	260	.89
Georgetown,	293	195	988,345	1,900	10	5	9	195	265	240	.91
Gloucester,	4,224	2,939	16,435,093	26,121	104	3	572	2,977	4,572	4,434	.97
Groveland,	412	303	983,730	2,376	14	-	38	301	431	401	.93
Hamilton,	252	171	2,448,210	1,614	8	-	10	171	220	198	.90
Haverhill,	5,971	4,125	26,314,902	37,175	134	61	695	2,969	4,827	4,425	.92
Ipswich,	765	523	3,367,048	4,658	19	5	107	540	725	656	.90
Lawrence,	10,899	7,735	40,654,758	62,559	183	136	551	5,343	6,885	6,534	.95
Lynn,	10,946	7,699	52,142,025	68,513	249	-	1,001	6,588	9,428	8,611	.91
Lynnfield,	112	87	697,468	888	4	2	3	86	87	79	.89
Manchester,	403	304	8,916,535	2,522	13	-	32	267	363	333	.92
Marblehead,	1,008	734	6,839,273	7,582	33	51	149	713	1,212	1,103	.91
Merrimac,	387	224	1,273,290	2,131	13	4	59	228	397	359	.93
Methuen,	1,480	1,035	4,809,565	7,512	33	11	98	937	1,275	1,186	.93
Middleton,	135	107	579,221	839	3	-	6	90	101	94	.92
Nabant,	108	81	5,154,796	1,152	4	-	14	51	109	100	.91
Newbury,	220	150	1,127,655	1,601	6	1	6	157	180	155	.86
Newburyport,	2,508	1,910	10,451,850	14,478	44	10	203	1,584	1,704	1,561	.92
North Andover,	784	547	4,823,885	4,243	21	-	63	527	721	677	.94
Peabody,	2,039	1,442	7,960,850	11,523	50	34	170	1,233	1,725	1,572	.91

SCHOOL RETURNS.

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Rockport,	4,592	2,770,151	19	820	632	839	6	34	572	782	748	.96
Rowley,	1,391	712,987	7	215	167	212	4	4	149	189	172	.91
Salem,	35,936	28,148,743	111	6,092	4,441	4,804	-	626	2,773	4,254	3,924	.92
Salisbury,	1,658	685,490	8	276	178	269	-	3	175	234	206	.88
Saugus,	5,084	3,772,643	27	1,065	756	1,247	6	120	802	1,099	1,016	.92
Swampscott,	4,548	6,267,730	18	696	489	740	7	77	462	628	573	.91
Topsfield,	1,030	890,230	6	123	117	140	-	17	90	120	105	.88
Wenham,	847	1,137,575	5	150	111	123	3	2	87	111	104	.94
West Newbury,	1,558	971,255	11	215	153	246	3	16	199	220	203	.92
Totals,	357,030	\$275,597,483	1,333	59,261	42,193	55,089	491	5,283	33,620	48,924	45,371	.93

BOARD OF EDUCATION.

ESSEX COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.								LENGTH OF SCHOOLING.		HIGH SCHOOLS.				
	No. of teachers re-quired by the pub-lic schools.	No. of different male teachers employed during the school year.	No. of different fe-male teachers em-ployed during the school year.	No. of teachers that have graduated (from normal schools.	No. of teachers that have attended nor-mal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Avg No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.	
Amesbury,	36	45	14	15	\$91 67	\$43 14		285	10	1	6	110	10	\$1,500 00	
Andover,	40	40	14	21	129 73	51 02		283-14	9-9	1*	4	98	9-5	1,800 00	
Beverly, .	73	72	21	29	117 00	50 82		630	10	1	11	287	10	1,650 00	
Boxford,	6	11	5	5	-	36 00		48	9	1+	1	22	8-15	1,000 00	
Danvers, .	38	41	12	13	125 00	47 85		330	10	1	7	205	10	1,500 00	
Essex, .	11	10	6	6	106 50	28 50		75-4	8-10	1	2	40	8-15	905 00	
Georgetown,	12	12	6	7	-	34 92		90	9	1	3	60	10	1,500 00	
Gloucester,	126	123	24	29	142 00	44 82		993-4	9-11	1	15	406	9-11	2,300 00	
Groveland,	15	14	11	11	90 00	35 50		121	8-13	1	2	56	9-14	900 00	
Hamilton,	8	9	2	2	-	43 00		74-13	9-6	-	-	-	-	-	
Haverhill,	158	160	26	34	129 50	55 48		1,278-4	9-11	1	18	536	9-13	2,300 00	
Ipswich, .	22	21	10	10	180 00	40 00		176-14	9-6	1	3	68	9-10	1,800 00	
Lawrence,	220	211	31	43	158 00	53 69		1,770-10	9-13	1	21	583	10	2,500 00	
Lynn, .	261	241	55	90	162 22	60 67		2,359-6	9-9	2	29	794	9-9	2,500 00	
Lynnfield,	4	4	2	2	-	37 50		39-4	9-16	-	-	-	-	-	
Manchester,	13	11	6	7	112 00	45 00		127-8	9-16	1	3	41	9-16	1,200 00	
Marblehead,	33	31	-	7	90 00	46 58		330	10	1	6	141	10	1,200 00	
Merrimac,	15	16	5	6	82 50	39 40		112	9-3	1	3	78	9-10	1,200 00	
Methuen,	43	42	14	19	94 71	46 44		296	8-19	1	5	101	9-12	1,368 00	
Middleton,	3	4	1	1	-	40 00		27-18	9-6	-	-	-	-	-	
Nahant, .	6	5	4	4	135 13	62 16		37	9-6	1	2	16	9-9	1,250 00	
Newbury,	7	8	1	2	-	37 02		54	9-10	-	-	-	-	-	
Newburyport, .	50	48	3	4	135 00	44 44		435-12	9-18	1	7	189	9-18	1,800 00	
North Andover,	26	27	8	8	98 76	43 12		200	9-10	1	4	75	10	1,181 00	
Peabody,	52	47	27	27	118 00	47 12		483-8	9-9	1	8	176	9-19	1,600 00	

Rockport,	.	21	2	20	10	10	100 00	40 74	157-1	8-15	1	3	109	9-7	1,000 00
Rowley,	.	8	-	8	1	3	-	31 14	62-5	8-17	-	-	-	-	-
Salem,	.	127	11	117	82	96	158 63	57 56	1,017-1	9-5	1	17	474	9-4	2,500 00
Salisbury,	.	8	1	9	2	4	60 00	34 00	70-16	8-17	-	-	-	-	-
Saugus,	.	28	-	35	12	15	-	43 50	263	9-15	1	5	105	10	1,376 00
Swampscott,	.	21	1	20	5	7	180 00	54 66	171-18	9-11	1	4	81	9-16	1,800 00
Topsfield,	.	6	1	5	4	4	70 00	33 10	54-12	9-2	1	2	22	9-19	700 00
Wenham,	.	6	-	6	5	5	-	38 00	45	9	-	-	-	-	-
West Newbury,	.	11	3	10	4	5	72 56	32 18	88-16	8-1	1	1	20	9	800 00
Totals,	.	1,513	117	1,483	433	544	\$133 06	\$50 67	12,588-8	9-8	28	192	4,893	9-12	\$43,629 00

* Punchard Free School.

† Barker Free School.

BOARD OF EDUCATION.

ESSEX COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such support diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and truant service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Amesbury,	\$16,739 25	-	\$2,755 25	\$534 30	\$1,400 00	\$1,389 42	\$1,336 48	\$22,754 70	-	\$22,754 70
Andover,	21,115 36	\$298 00	3,417 19	50 00	-	1,535 01	435 57	28,251 13	\$4,071 98	24,179 15
Beverly,	43,501 66	1,241 25	8,558 82	1,068 90	2,000 00	6,527 70	1,326 16	64,212 49	-	64,212 49
Boxford,	1,838 65	180 00	156 50	134 00	229 69	346 43	19 25	2,904 52	1,040 73	1,863 79
Danvers,	21,024 12	528 00	4,218 31	300 00	-	1,434 74	1,628 17	29,133 84	784 50	28,348 84
Essex,	3,271 25	138 75	933 37	190 00	-	610 26	111 93	5,255 56	428 58	4,826 98
Georgetown,	4,063 70	53 55	419 85	10 85	600 00	435 33	290 00	5,873 28	1,048 28	4,825 00
Gloucester,	56,870 00	1,300 00	16,468 14	1,310 00	2,300 00	4,767 98	723 58	83,739 70	1,155 00	82,584 70
Groveland,	5,701 49	-	1,136 30	160 00	600 00	916 71	646 41	9,160 91	1,004 78	8,156 13
Hamilton,	4,500 34	501 10	743 86	181 00	-	416 23	228 51	6,571 04	200 00	6,371 04
Haverhill,	100,964 41	888 13	16,290 44	1,371 25	2,250 00	7,455 00	3,205 93	132,415 16	351 75	132,063 41
Ipswich,	10,968 27	561 50	1,157 05	528 20	-	1,204 33	390 08	14,807 43	2,536 07	12,251 36
Lawrence,	141,301 22	-	23,893 03	2,060 00	3,000 00	11,553 87	3,894 42	185,802 54	-	185,802 54
Lynn,	179,203 30	-	27,838 23	3,700 00	2,700 00	15,767 83	8,762 66	237,972 02	-	237,972 02
Lynnfield,	2,438 00	100 00	482 85	95 00	200 00	234 06	53 33	3,603 24	1,042 44	2,560 80
Manchester,	7,252 78	375 00	1,578 34	125 00	366 63	1,168 40	1,373 21	12,239 36	-	12,239 36
Marblehead,	16,822 87	9 00	2,656 28	75 00	1,000 00	1,151 34	1,173 93	22,888 42	-	22,888 42
Merrimac,	6,815 92	238 15	1,510 43	155 00	750 00	704 69	286 38	10,440 57	1,494 84	8,945 73
Methuen,	19,598 19	-	3,743 82	49 55	1,460 38	1,571 32	858 67	27,279 93	165 00	27,114 93
Middleton,	1,740 00	666 00	175 50	105 00	50 00	121 35	152 16	3,010 01	428 59	2,581 42
Nahant,	4,480 77	-	329 84	275 00	50 00	480 60	62 15	5,678 36	-	5,678 36
Newbury,	2,555 00	836 25	691 82	80 00	166 66	635 12	127 62	5,092 47	733 58	4,358 89
Newburyport,	27,688 85	-	4,112 65	600 00	1,200 00	3,026 63	634 59	37,262 72	1,104 10	36,158 62
North Andover,	12,164 51	211 00	2,067 10	141 50	587 50	1,049 03	627 32	16,847 96	296 44	16,552 52
Peabody,	28,686 85	209 90	5,164 20	625 02	1,640 00	2,766 91	2,963 20	42,056 08	56 50	41,999 58

SCHOOL RETURNS.

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Rockport,	9,087 25	10 00	1,741 16	230 00	1,000 00	1,145 21	373 41	13,587 03	232 87	13,354 16
Rowley,	2,343 34	-	314 76	75 00	300 00	303 67	34 67	3,371 44	988 08	2,383 36
Salem,	86,414 02	242 50	15,620 23	2,010 00	2,500 00	6,137 07	1,550 27	114,474 09	-	114,474 09
Salisbury,	2,752 00	260 00	241 59	150 00	199 98	630 81	122 00	4,356 38	934 94	3,421 44
Saugus,	16,404 21	-	4,265 56	160 00	1,000 00	2,362 13	1,044 74	24,236 64	381 00	23,855 64
Swampscott,	13,424 83	-	2,850 30	414 50	-	1,127 44	31 50	17,848 57	-	17,848 57
Topsfield,	2,468 50	476 40	296 20	100 00	225 00	284 81	88 61	3,939 52	1,003 53	2,935 94
Wenham,	2,445 00	-	205 91	124 00	-	143 37	39 75	2,963 03	568 46	2,394 57
West Newbury,	3,388 37	192 00	357 63	228 80	600 00	406 94	-	5,173 74	1,270 34	3,903 40
Totals,	\$879,024 23	\$9,516 48	\$156,390 51	\$17,404 87	\$28,375 84	\$79,916 74	\$34,574 66	\$1,205,203 38	\$23,341 43	\$1,181,861 95

BOARD OF EDUCATION.

ESSEX COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.					Principal.	Income.	
Amesbury,	-	\$3,395 67	\$813 00	\$813 00	-	\$813 00	\$23,567 70	\$1,000 00	\$40 00	-
Andover,	-	-	1,814 46	5,210 13	-	5,210 13	29,389 28	3,000 00	120 00	\$428 15
Beverly,	-	-	4,119 06	4,119 06	-	4,119 06	68,331 55	3,500 00	123 29	-
Boxford,	-	-	788 33	788 33	-	788 33	2,652 12	-	-	554 78
Danvers,	-	-	1,529 12	1,529 12	-	1,529 12	29,877 96	-	-	121 78
Essex,	-	-	250 58	250 58	-	250 58	5,077 56	-	-	146 76
Georgetown,	-	300 50	274 57	575 07	-	575 07	5,400 07	10,000 00	600 00	1,074 06
Gloucester,	\$3,500 00	3,913 39	7,784 65	15,198 04	-	15,198 04	97,782 74	-	-	-
Groveland,	-	-	539 67	539 67	-	539 67	8,695 80	-	-	220 61
Hamilton,	-	321 62	26 91	348 53	-	348 53	6,719 57	6,020 00	258 00	-
Haverhill,	-	-	6,257 60	6,257 60	-	6,257 60	138,321 01	72,000 00	2,700 00	363 79
Ipswich,	-	-	327 81	327 81	-	327 81	12,579 17	-	-	-
Lawrence,	114,053 27	-	13,931 27	127,984 54	-	127,984 54	313,787 08	-	-	-
Lynn,	-	-	11,783 20	11,783 20	-	11,783 20	249,755 22	-	-	-
Lynnfield,	-	593 99	-	593 99	-	593 99	3,154 79	-	-	-
Manchester,	-	350 00	695 94	1,045 94	-	1,045 94	13,285 30	-	-	-
Marblehead,	-	-	111 58	111 58	-	111 58	23,000 00	-	-	153 90
Merrimac,	-	238 40	272 75	511 15	-	511 15	9,456 88	-	-	714 64
Methuen,	5,197 74	-	1,825 03	7,022 77	-	7,022 77	34,137 70	-	-	109 21
Middleton,	-	387 21	164 75	551 96	-	551 96	3,133 38	-	-	-
Nahant,	-	539 15	33 50	572 65	-	572 65	6,251 01	-	-	152 90
Newbury,	3,689 32	-	120 84	3,810 16	-	3,810 16	8,169 06	15,250 00	685 00	-
Newburyport,	17,411 12	200 00	250 00	17,861 12	-	17,861 12	54,019 74	4,000 00	161 60	-
North Andover,	-	-	1,568 65	1,568 65	-	1,568 65	18,121 17	1,706 78	157 35	947 50
Peabody,	-	12,575 00	-	12,575 00	-	12,575 00	54,674 58	-	-	-

SCHOOL RETURNS.

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[illegible]

BOARD OF EDUCATION.

ESSEX COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1902.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN —		Principal.	Income.
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.		
Amesbury,	-	-	2	501	1	667	\$61,718 22	\$1,000 00	\$489,177 15	\$32,406 23
Andover,	-	\$575 00	-	-	1	15	-	-	-	-
Beverly,	\$917 44	-	-	-	1	22	-	-	50,000 00	1,700 00
Boxford,	-	-	-	-	-	-	-	-	-	-
Danvers,	-	-	-	-	-	-	-	-	-	-
Essex,	738 08	-	-	-	-	-	-	-	-	-
Georgetown,	638 08	-	-	-	3	254	-	1,000 00	-	-
Gloucester,	-	-	-	-	-	-	-	-	-	-
Groveland,	917 44	-	-	-	-	-	-	-	-	-
Hamilton,	588 08	-	1	75	4	1,684	25,000 00	-	300,000 00	-
Haverhill,	-	-	-	-	-	-	-	-	-	-
Ipswich,	-	-	-	-	10	3,244	-	-	-	-
Lawrence,	-	-	-	-	4	2,279	-	-	-	-
Lynn,	-	-	-	-	-	-	-	-	-	-
Lynnfield,	917 44	-	-	-	-	-	-	-	-	-
Manchester,	-	-	-	-	-	-	-	-	-	-
Marblehead,	-	-	-	-	-	-	-	-	-	-
Merrimac,	817 44	-	-	-	1	26	-	5,000 00	-	-
Methuen,	-	-	-	-	1	50	-	250 00	-	-
Middleton,	738 08	-	-	-	-	-	-	-	-	-
Nahant,	-	-	-	-	-	-	-	-	-	-
Newbury,	638 08	-	-	-	1	6	-	50 00	-	-
Newburyport,	-	500 00	1	74	4	777	-	500 00	90,000 00	2,500 00
North Andover,	-	-	-	-	1	-	-	-	-	-
Peabody,	-	-	-	-	1	416	-	-	-	-

SCHOOL RETURNS.

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[illegible]

BOARD OF EDUCATION.

FRANKLIN COUNTY.

TOWNS AND CITIES.	SCHOOL CENSUS DATA SEPT. 1, 1901		Valuation — May 1, 1901.	Population — U. S. Census of 1900.	No. of public schools.	SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.								
	No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.				No. of different pu- blic schools during the school year.	No. of different pu- blic schools within the year under 5 years of age.	No. of different pu- blic schools within the year over 15 years of age.	No. of different pu- blic schools within the year between 7 and 14 years of age.	Average member- ship of all the schools.	Average attendance of all the schools.	Percentage of at- tendance based on average member- ship.		
Ashfield,	156	116	\$547,768	955	11	208	3	20	137	164	146	146	164	.89
Barnardston,	110	84	400,145	792	7	125	-	2	114	105	97	97	105	.92
Buckland,	274	219	557,608	1,446	9	286	-	26	191	284	252	252	284	.95
Charlemont,	161	116	342,904	1,094	10	218	3	24	128	183	168	168	183	.92
Colrain,	322	235	590,359	1,749	16	306	1	13	230	276	246	246	276	.89
Conway,	214	159	670,794	1,458	12	251	6	20	188	224	200	200	224	.89
Deerfield,	315	220	1,385,614	1,969	13	322	-	12	222	265	235	235	265	.89
Erving,	173	130	404,204	973	6	189	2	7	150	181	171	171	181	.94
Gill,	139	105	484,835	1,015	5	136	4	3	80	106	96	96	106	.91
Greenfield,	1,324	929	6,026,970	7,927	38	1,589	70	174	957	1,437	1,311	1,311	1,437	.91
Hawley,	63	54	146,383	429	6	79	1	3	63	58	53	53	58	.92
Heath,	82	73	152,663	441	5	91	2	7	73	77	74	74	77	.96
Leverett,	124	84	279,889	744	4	139	1	4	97	101	91	91	101	.89
Leyden,	69	50	206,100	379	5	70	1	1	48	56	49	49	56	.87
Monroe,	51	41	156,489	305	4	65	2	2	45	46	40	40	46	.87
Montague,	1,337	942	3,752,047	6,150	35	1,119	8	117	696	1,038	980	980	1,038	.94
New Salem,	116	96	292,850	807	10	193	3	34	98	162	133	133	162	.87
Northfield,	244	169	963,698	1,966	10	294	22	12	183	218	201	201	218	.92
Orange,	1,079	769	3,008,870	5,520	29	1,156	-	130	790	1,064	1,000	1,000	1,064	.94
Rowe,	90	64	174,281	549	5	101	6	2	73	73	67	67	73	.92
Shelburne,	214	164	900,422	1,508	10	251	-	33	162	236	222	222	236	.91
Shutesbury,	77	59	184,427	382	4	69	1	4	47	60	43	43	60	.72
Sunderland,	126	85	447,452	771	4	112	-	2	90	105	101	101	105	.95

SCHOOL RETURNS.

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Warwick,	.	.	.	619	334,630	3	99	68	104	-	11	85	79	68	.86
Wendell,	.	.	.	492	235,222	5	112	81	71	-	2	56	70	67	.95
Whately,	.	.	.	769	513,201	4	116	81	98	-	2	68	79	69	.88
Totals,	.	.	.	41,209	\$23,159,825	270	7,187	5,193	7,642	136	667	5,071	6,717	6,180	.92

HAMPDEN COUNTY.

Agawam,	.	.	.	2,536	\$1,401,309	13	483	369	495	9	14	335	402	362	.90
Blandford,	.	.	.	836	456,130	9	147	96	170	3	13	110	120	106	.89
Brimfield,	.	.	.	941	401,309	8	138	103	145	3	1	121	113	98	.87
Chester,	.	.	.	1,450	627,232	10	274	195	289	-	23	183	259	226	.87
Chicopee,	.	.	.	19,167	9,459,740	56	3,335	2,523	2,683	90	206	1,731	2,188	1,979	.90
East Longmeadow,	.	.	.	1,187	499,810	10	330	235	372	4	15	270	302	279	.92
Granville,	.	.	.	1,050	377,989	7	183	129	212	-	10	160	156	133	.85
Hampden,	.	.	.	782	388,388	6	122	80	127	2	4	80	89	83	.93
Holland,	.	.	.	169	77,505	1	25	19	25	-	1	19	22	20	.89
Holyoke,	.	.	.	45,712	39,951,930	158	9,820	6,897	6,892	310	604	4,602	5,813	5,222	.90
Longmeadow,	.	.	.	811	916,037	5	143	98	126	4	-	86	111	101	.92
Ludlow,	.	.	.	3,536	1,784,829	18	549	434	528	1	35	418	442	400	.90
Monson,	.	.	.	3,402	1,760,011	20	596	440	727	6	80	440	613	564	.92
Montgomery,	.	.	.	273	151,477	5	56	44	57	3	5	39	51	46	.91
Palmer,	.	.	.	7,801	2,902,313	33	1,227	872	1,297	13	89	809	1,051	977	.93
Russell,	.	.	.	793	491,461	6	140	100	156	7	4	90	113	100	.89
Southwick,	.	.	.	1,040	497,960	10	226	166	244	5	16	167	180	160	.89
Springfield,	.	.	.	62,059	74,338,927	244	10,405	7,366	11,574	705	1,193	6,924	9,612	8,845	.92
Tolland,	.	.	.	275	148,307	5	63	48	67	-	5	55	60	51	.85
Wales,	.	.	.	773	273,551	5	141	133	124	2	4	95	110	100	.91
Westfield,	.	.	.	12,310	5,075,449	77	2,099	1,469	2,193	114	242	1,341	1,963	1,818	.93
West Springfield,	.	.	.	7,105	8,424,206	38	1,379	960	1,666	96	157	1,030	1,409	1,297	.92
Wilbraham,	.	.	.	1,595	795,345	12	240	180	250	3	6	188	212	196	.92
Totals,	.	.	.	175,603	\$151,201,215	756	32,121	22,956	30,419	1,380	2,727	19,292	25,391	23,163	.91

BOARD OF EDUCATION.

FRANKLIN COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.								LENGTH OF SCHOOLING.				HIGH SCHOOLS.				
	No. of teachers re- quired by the pub- lic schools.	No. of different male teachers employed during the school year.	No. of different fe- male teachers em- ployed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended nor- mal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Ave No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.			
Ashfield, .	11	2	13	2	2	\$48 00	\$26 50	92	9	1	2	31	10	\$750 00			
Barnardston, .	7	-	6	-	-	-	30 80	60-1	8-11	1*	2	70	9-1	1,187 00			
Buckland, .	10	-	11	4	4	-	36 89	78-10	8-14	-	-	-	-	-			
Charlemont, .	10	2	14	1	4	32 00	33 22	84-2	8-8	1	1	25	10	400 00			
Colrain, .	16	-	20	1	1	-	27 91	124	8-2	-	-	-	-	-			
Conway, .	12	-	14	2	8	-	30 00	100-10	8-7	1	2	24	9	600 00			
Deerfield, .	13	-	29	18	19	-	34 00	107-5	8-5	1+	2	38	9	800 00			
Erving, .	6	-	9	2	2	-	38 98	53-14	8-19	-	-	-	-	-			
Gill, .	5	-	6	3	4	-	34 44	45	9	-	-	-	-	-			
Greenfield, .	42	2	43	14	15	125 00	48 02	355-7	9-7	1	7	201	9-7	1,600 00			
Hawley, .	6	-	12	1	4	-	32 00	46-18	7-16	-	-	-	-	-			
Heath, .	7	-	7	1	2	-	28 50	40-5	8-1	-	-	-	-	-			
Leverett, .	4	-	6	-	1	-	36 76	33-5	8-6	-	-	-	-	-			
Leyden, .	5	-	9	2	2	-	29 75	40	8	-	-	-	-	-			
Monroe, .	4	-	5	2	2	-	38 50	34	8-5	-	-	-	-	-			
Montague, .	36	1	34	16	20	147 36	45 52	330	9-8	2	8	147	{ 9-10 9-10	1,400 00 1,000 00			
New Salem, .	10	1	13	2	4	62 04	30 00	73	8-11	1	2	40	9	658 33			
Northfield, .	10	1	12	9	9	56 00	37 00	83	9	-	-	-	-	-			
Orange, .	29	2	30	13	18	122 50	45 18	226	9-1	1	5	107	10	1,400 00			
Rowe, .	5	-	7	3	3	-	30 11	36-9	7-13	-	-	-	-	-			
Shelburne, .	14	1	13	1	2	142 10	38 11	90	9	1+	3	36	9-10	1,350 00			
Shutesbury, .	4	-	6	-	-	-	34 00	32	8	-	-	-	-	-			
Sunderland, .	5	-	5	1	1	-	42 00	36	9	-	-	-	-	-			

SCHOOL RETURNS.

XXXV

Warwick,	.	3	-	5	3	4	-	36 00	24-15	8-5	-	-	-	-
Wendell, .	.	6	-	6	2	2	-	32 50	40-15	8-3	-	-	-	-
Whately,	.	4	-	4	2	2	-	38 00	34-10	8-5	-	-	-	-
Totals,	.	283	12	338	105	135	\$88 54	\$37 28	2,301-6	8-10	11	34	719	\$11,045 33

HAMPDEN COUNTY — CONTINUED.

Agawam,	.	13	1	16	4	7	\$56 00	\$37 67	117	9	-	-	-	-
Blandford,	.	9	1	12	5	5	32 00	29 50	64-10	8-15	-	-	-	-
Brimfield,	.	8	-	15	7	10	-	32 50	71-10	8-5	15	3	49	\$1,200 00
Chester, .	.	10	-	15	4	7	-	37 33	85	8-5	1	1	32	500 00
Chicopee,	.	62	4	62	35	44	180 00	45 52	536-16	9-11	1	6	164	1,800 00
East Longmeadow,	.	10	-	13	2	3	-	38 04	90	9	-	-	-	-
Granville,	.	7	2	11	4	5	48 00	34 00	59-10	8-10	-	-	-	-
Hampden,	.	6	4	6	-	-	-	31 67	48-5	8-16	-	-	-	-
Holland, .	.	1	-	3	-	1	-	40 00	8-13	8-13	-	-	-	-
Holyoke,	.	195	21	180	63	65	130 00	58 99	1,539-1	9-14	1	22	590	2,400 00
Longmeadow,	.	5	-	6	2	3	-	38 41	43-14	8-15	-	-	-	-
Ludlow, .	.	18	1	22	8	9	90 00	38 21	161	9	1	3	32	900 00
Monson, .	.	28	3	30	5	5	144 44	39 50	181	9	1	7	97	2,000 00
Montgomery,	.	5	-	6	-	1	-	30 00	40	8	-	-	-	-
Palmer, .	.	33	1	39	17	22	150 00	42 87	276-9	8-9	1	4	75	1,500 00
Russell, .	.	6	-	11	3	6	-	32 00	54	9	-	-	-	-
Southwick,	.	10	1	10	1	3	60 00	29 92	87	8-14	-	-	-	-
Springfield,	.	327	22	322	174	201	172 14	61 66	2,440	10	2	37	781	3,000 00
Tolland, .	.	5	-	9	3	6	-	26 21	40	8	-	-	-	2,700 00
Wales, .	.	5	2	4	3	3	38 00	36 00	43-10	8-14	-	-	-	-
Westfield,	.	69	8	64	39	44	154 48	53 41	753-5	9-15	1	8	225	2,600 00
West Springfield,	.	45	4	45	22	28	92 50	42 84	353-16	9-6	1	6	148	1,800 00
Wilbraham,	.	12	-	14	3	3	-	34 20	108	9	-	-	-	-
Totals,	.	889	71	915	395	481	\$138 53	\$54 38	7,201-19	9-10	11	97	2,193	\$20,400 00

* Powers Institute.

† Deerfield Academy and Dickinson High School.

‡ Arms Academy.

§ Hitchcock Free Academy.

|| Monson Academy.

BOARD OF EDUCATION.

FRANKLIN COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and truant service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Ashfield.	\$3,045 24	\$88 00	\$140 33	\$41 25	\$625 00	\$288 78	-	\$4,228 60	\$1,745 52	\$2,483 08
Barnardston.	2,527 00	512 25	287 39	71 00	300 00	127 28	\$24 15	3,849 07	1,587 57	2,261 50
Buckland.	3,464 45	188 66	668 74	22 00	450 00	258 46	63 38	5,115 69	1,244 08	3,871 61
Charlemont.	2,978 15	225 50	277 06	148 05	533 32	186 52	329 80	4,678 40	2,653 23	2,025 17
Colrain.	3,571 60	671 00	234 49	90 00	600 00	309 13	99 85	5,576 07	1,613 94	3,962 13
Conway.	2,971 48	216 00	200 39	85 00	228 49	231 06	337 34	4,269 76	899 11	3,370 65
Deerfield.	3,902 53	898 00	564 74	73 13	-	329 94	231 04	5,999 38	638 08	5,361 30
Erving.	2,657 78	325 04	511 19	47 00	279 08	504 58	59 14	4,383 81	1,649 13	2,734 68
Gill.	2,416 20	60 00	165 00	45 00	300 00	184 07	11 20	3,181 47	1,677 08	1,504 39
Greenfield.	23,050 10	1,417 50	4,242 21	100 00	2,000 00	3,207 13	1,203 89	35,220 83	1,078 00	34,142 83
Hawley.	1,408 00	126 52	51 95	45 90	320 00	105 11	160 62	2,218 10	1,413 73	804 37
Heath.	1,280 25	426 75	56 10	42 00	-	98 72	7 68	1,911 50	1,362 90	548 60
Leverett.	1,294 00	325 60	96 25	55 50	200 00	172 90	37 26	2,181 51	1,001 41	1,180 10
Leyden.	1,204 00	77 50	53 71	50 00	300 00	124 42	10 17	1,819 80	904 00	915 80
Monroe.	1,428 00	-	137 37	23 33	206 44	101 78	21 48	1,918 40	1,218 39	700 01
Montague.	17,957 50	1,656 24	2,827 88	-	1,495 88	625 37	530 86	25,093 73	723 69	24,370 04
New Salem.	2,543 10	57 73	134 88	49 50	-	338 85	3 00	3,127 06	1,262 55	1,864 51
Northfield.	3,664 76	355 55	411 20	33 50	600 00	480 32	41 36	5,586 69	1,347 28	4,239 41
Orange.	13,885 10	1,604 30	3,177 30	400 00	1,027 52	1,815 64	633 18	22,543 04	1,622 59	20,920 45
Rowe.	1,479 75	176 00	52 15	-	266 60	120 36	-	2,094 86	1,170 62	924 24
Shelburne.	4,579 50	324 00	525 63	3 00	450 00	323 78	61 10	6,267 01	1,497 73	4,769 28
Shutesbury.	1,088 00	426 77	46 65	40 00	200 00	115 61	165 38	2,082 41	1,113 46	968 95
Sunderland.	1,668 00	743 90	372 35	29 00	188 58	227 40	36 08	3,265 31	1,126 59	2,138 72

SCHOOL RETURNS.

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Warwick, . . .	1,190 00	1,221 35	165 40	10 00	300 00	103 32	17 84	3,007 91	1,192 10	1,815 81
Wendell, . . .	1,643 00	77 20	68 00	35 00	188 57	57 35	24 80	2,098 92	986 59	1,107 33
Whately, . . .	1,311 00	321 00	110 68	79 50	127 11	164 77	77 09	2,191 15	1,130 23	1,060 92
Totals, . . .	\$108,208 49	\$12,522 36	\$15,579 04	\$1,618 66	\$11,186 59	\$10,602 65	\$4,187 69	\$163,905 48	\$33,859 60	\$130,045 88

HAMPDEN COUNTY — CONTINUED.

Agawam, . . .	\$6,598 49	\$341 85	\$1,107 45	\$136 50	\$630 00	\$679 34	\$195 66	\$9,684 29	\$1,198 73	\$8,485 56
Blandford, . . .	2,228 50	417 61	106 98	23 60	241 36	127 51	20 00	3,165 56	784 82	2,380 74
Brimfield, . . .	2,311 50	60 50	192 95	49 60	450 00	287 05	6 00	3,357 60	1,321 58	2,036 02
Chester, . . .	4,055 50	433 65	642 15	115 00	663 76	539 79	30 07	6,479 92	2,248 08	4,231 84
Chicopee, . . .	34,452 73	1,381 40	7,684 90	430 00	2,000 00	2,990 61	1,887 52	50,827 16	-	50,827 16
East Longmeadow, . . .	4,533 50	-	651 10	114 25	293 70	344 28	81 12	6,017 95	1,738 44	4,279 51
Granville, . . .	2,239 80	522 70	125 60	40 00	435 00	199 20	477 48	4,039 78	1,557 38	2,482 45
Hampden, . . .	1,674 30	220 76	255 08	77 00	159 58	189 62	-	2,576 34	763 51	1,812 83
Holland, . . .	362 00	247 00	38 73	22 90	-	87 88	25	748 76	523 76	225 00
Holyoke, . . .	136,517 52	447 00	26,222 24	3,158 34	3,000 00	9,985 00	10,249 97	189,580 07	262 67	189,317 40
Longmeadow, . . .	2,957 96	264 00	502 05	42 05	220 04	187 63	32 87	4,206 60	950 16	3,256 44
Ludlow, . . .	6,901 50	122 50	1,396 09	213 34	539 10	1,006 97	389 65	10,569 15	1,740 45	8,828 70
Monson, . . .	9,742 00	505 60	1,101 54	150 00	1,050 00	1,023 29	361 69	13,984 12	2,062 94	11,871 18
Montgomery, . . .	1,340 00	-	57 55	23 50	172 48	66 13	10 56	1,670 22	1,070 22	600 00
Palmer, . . .	14,839 40	450 00	3,528 68	9 75	1,330 01	2,134 90	590 76	22,883 40	1,079 93	21,803 47
Russell, . . .	1,819 62	15 00	133 12	116 75	181 02	166 30	32 00	2,462 81	831 21	1,631 60
Southwick, . . .	3,313 70	-	270 98	111 75	435 00	163 86	20 00	4,315 24	2,313 78	2,001 51
Springfield, . . .	235,442 60	1,744 00	50,723 39	4,043 37	4,000 00	35,497 29	8,226 94	339,677 59	2,757 66	336,919 93
Tolland, . . .	891 00	243 30	45 00	60 00	-	106 41	30 40	1,376 11	1,136 08	240 03
Wales, . . .	1,849 00	266 30	381 76	-	300 00	107 98	-	2,905 04	1,482 08	1,422 96
Westfield, . . .	39,596 08	1,613 50	6,540 63	178 78	2,400 00	5,802 74	1,752 01	57,883 74	6,202 95	51,680 79
West Springfield, . . .	21,197 58	350 00	4,593 74	100 00	1,566 00	1,939 51	250 86	29,997 69	2,783 44	27,214 25
Wilbraham, . . .	4,458 58	-	444 95	81 00	391 55	589 90	17 00	5,982 98	1,676 81	4,306 17
Totals, . . .	\$539,307 86	\$9,646 67	\$106,746 51	\$9,297 48	\$20,458 60	\$64,222 19	\$24,662 81	\$774,342 12	\$36,486 58	\$737,855 54

BOARD OF EDUCATION.

FRANKLIN COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.					Principal.	Income.	
Ashfield,	-	\$240 75	\$124 69	\$240 75	-	\$240 75	\$2,723 83	\$900 00	\$54 00	\$76 87
Barnardston,	-	-	66 69	124 69	-	124 69	2,386 19	-	-	84 49
Buckland,	-	68 24	87 13	134 93	-	134 93	4,006 54	900 00	45 00	99 01
Charlemont,	-	-	95 20	87 13	-	87 13	2,112 30	3,600 00	163 90	63 44
Colrain,	-	310 26	62 43	405 46	-	405 46	4,367 59	-	-	77 23
Conway,	-	529 50	66 51	591 93	-	591 93	3,962 58	1,020 80	40 40	78 03
Deerfield,	-	-	21 72	66 51	-	66 51	5,427 81	-	-	-
Erving,	\$7,209 59	76 98	72 61	7,308 29	-	7,308 29	10,042 97	-	-	-
Gill,	-	408 56	1,589 47	481 17	-	481 17	1,985 56	-	-	18 00
Greenfield,	27,449 60	500 00	3 10	29,539 07	-	29,539 07	63,681 90	-	-	-
Hawley,	-	31 69	25 89	34 79	-	34 79	839 16	395 50	23 78	30 51
Heath,	-	93 86	44 90	119 75	-	119 75	668 35	-	-	43 11
Leverett,	-	-	9 17	44 90	-	44 90	1,225 00	-	-	-
Leyden,	-	-	-	9 17	-	9 17	924 97	-	-	-
Monroe,	680 31	-	-	680 31	-	680 31	1,380 32	-	-	-
Montague,	-	73 57	1,158 39	1,231 96	-	1,231 96	25,602 00	-	-	97 91
New Salem,	-	83 69	-	83 69	-	83 69	1,948 20	-	-	231 87
Northfield,	-	-	58 33	58 33	-	58 33	4,297 74	-	-	-
Orange,	-	358 08	311 57	669 96	-	669 96	21,590 41	-	-	-
Rowe,	-	-	6 95	6 95	-	6 95	931 19	200 00	8 08	44 56
Shelburne,	-	1,591 00	71 62	1,662 62	-	1,662 62	6,431 90	4,395 00	298 65	96 10
Shutesbury,	-	-	28 39	28 39	-	28 39	997 34	-	-	65 24
Sunderland,	-	132 35	25 35	157 70	-	157 70	2,296 42	-	-	-

SCHOOL RETURNS.

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Warwick,	-	28 68	-	28 68	-	17 64	-
Wendell,	-	-	-	9 26	-	32 40	27 41
Whately,	-	-	-	86 08	-	-	-
Totals,	\$35,339 50	\$4,527 22	\$4,025 75	\$43,892 47	-	\$12,451 30	\$1,128 28

HAMPDEN COUNTY — CONTINUED.

Agawam,	\$1,210 65	-	\$56 71	\$1,267 36	-	\$1,267 36	\$9,762 92	\$4,017 21	\$262 53	-	\$120 29
Blandford,	-	-	62 79	62 79	-	62 79	2,443 53	-	-	-	-
Brimfield,	-	-	42 25	42 25	-	42 25	2,078 27	-	-	-	137 75
Chester,	-	-	285 15	285 15	-	285 15	4,516 99	-	-	-	-
Chicopee,	-	-	2,018 71	2,018 71	-	2,018 71	52,845 87	-	-	-	-
East Longmeadow,	140 37	\$98 36	310 06	310 06	-	310 06	4,589 57	731 00	25 79	129 11	129 11
Granville,	-	322 40	-	238 73	-	238 73	2,721 18	-	-	75 18	75 18
Hampden,	-	-	-	322 40	-	322 40	2,135 23	-	-	117 64	117 64
Holland,	-	-	26 05	26 05	-	26 05	251 05	222 00	-	-	-
Holyoke,	70,255 73	-	7,537 36	77,793 09	-	77,793 09	267,110 49	-	-	1,750 84	1,750 84
Longmeadow,	-	153 03	62 81	215 84	-	215 84	3,472 28	-	-	-	-
Ludlow,	21,600 00	305 47	985 84	22,891 31	-	22,891 31	31,720 01	-	-	157 81	157 81
Monson,	-	-	306 87	306 87	-	306 87	12,178 05	-	-	497 24	497 24
Montgomery,	-	-	2 18	2 18	-	2 18	602 18	-	-	53 41	53 41
Palmer,	7,177 60	440 00	1,062 50	8,680 10	-	8,680 10	30,483 57	850 00	29 99	553 95	553 95
Russell,	-	-	37 82	37 82	-	37 82	1,669 42	-	-	90 74	90 74
Southwick,	-	-	58 65	58 65	-	58 65	2,060 16	-	-	134 81	134 81
Springfield,	94,340 94	7,231 98	16,798 87	118,371 79	\$1,512 40	116,859 39	453,779 32	15,618 03	778 27	-	-
Tolland,	-	-	-	-	-	-	240 08	-	-	-	-
Wales,	-	560 86	-	560 86	-	560 86	1,983 82	-	-	-	-
Westfield,	-	470 00	3,443 85	3,913 85	-	3,913 85	55,594 64	100,000 00	4,774 91	-	-
West Springfield,	-	1,331 70	362 47	1,694 17	-	1,694 17	28,508 42	14,339 05	760 44	-	-
Wilbraham,	-	-	249 51	249 51	-	249 51	4,555 68	1,308 40	78 50	-	-
Totals,	\$194,725 29	\$10,913 80	\$33,710 45	\$239,349 54	\$1,512 40	\$237,837 14	\$975,692 68	\$137,085 69	\$6,710 43	\$3,823 77	

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[illegible]

HAMPDEN COUNTY — CONCLUDED.

	\$638 08	\$144 74	-	-	1	40	-	\$300 00	-	-	\$4,267 91	-
Agawam,	838 08	-	-	-	-	-	-	-	-	-	-	-
Blandford,	888 08	-	-	-	-	-	-	-	-	\$89,880 73	-	-
Brimfield,	738 08	-	-	-	-	-	-	-	-	-	-	-
Chester, .	-	-	-	-	3	1,018	-	-	-	-	-	-
Chicopee,	917 44	-	-	-	-	-	-	-	-	-	-	-
East Longmeadow,	888 08	-	-	-	-	-	-	-	-	-	-	-
Granville,	838 08	-	-	-	-	-	-	-	-	-	-	-
Hampden,	730 46	-	-	-	-	-	-	-	-	-	-	-
Holland,	-	-	-	-	7	3,897	-	2,600 00	-	-	-	-
Holyoke,	738 08	10 00	-	-	-	-	-	-	-	-	-	-
Longmeadow,	638 08	-	-	-	-	-	-	-	-	-	-	-
Ludlow, .	817 44	-	-	-	1	10	\$2,787 50	300 00	80,000 00	-	3,200 00	-
Monson, .	838 08	-	-	-	2	335	-	1,200 00	8,000 00	-	-	-
Montgomery, .	767 44	-	-	-	-	-	-	-	-	-	-	-
Palmer, .	658 71	20 00	-	-	-	-	-	-	-	-	-	-
Russell, .	730 46	-	-	-	6	1,770	-	15,000 00	205,600 00	-	-	-
Southwick,	-	1,209 47	-	-	-	-	-	-	-	-	-	-
Springfield,	888 08	-	-	-	-	-	-	-	-	-	-	-
Tolland, .	888 08	-	-	-	-	-	-	-	-	-	-	-
Wales, .	-	-	-	-	1	350	-	-	-	-	-	-
Westfield,	-	-	-	-	-	-	-	-	-	-	-	-
West Springfield,	917 44	-	1	155	-	-	10,308 00	-	73,912 00	-	1,371 00	-
Wilbraham, .	-	-	1	155	-	-	-	-	-	-	-	-
Totals,	\$14,358 27	\$1,384 21	1	155	21	7,420	\$13,095 50	\$19,400 00	\$457,392 73	-	\$8,838 91	-

BOARD OF EDUCATION.

HAMPSHIRE COUNTY.

TOWNS AND CITIES.	SCHOOL CENSUS DATA SEPT. 1, 1901.		Valuation — May 1, 1901.	No. of public schools.	SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.						
	No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.			No. of different pu- pils of all ages in the public schools during the school year.	No. of different pu- pils within the year under 5 years of age.	No. of different pu- pils within the year over 15 years of age.	No. of different pu- pils within the year between 7 and 14 years of age.	Average member- ship of all the schools.	Average attendance of all the schools.	Percentage of at- tendance based on average member- ship.
Amherst, .	5,028	692	\$3,326,711	18	521	904	165	532	738	691	.94
Belchertown, .	2,292	422	844,100	21	320	487	38	344	425	378	.89
Chesterfield, .	611	100	285,511	6	72	106	7	78	78	71	.91
Cummington, .	748	170	302,945	6	129	179	10	132	144	134	.93
Easthampton, .	5,603	1,069	3,224,816	26	761	1,068	71	714	917	845	.92
Enfield, .	1,036	182	681,710	7	139	193	7	139	163	155	.95
Goshen, .	316	64	141,460	4	47	64	3	49	48	42	.89
Granby, .	761	108	481,924	7	77	138	20	67	120	109	.90
Greenwich, .	491	91	241,755	3	70	81	2	55	71	62	.87
Hadley, .	1,789	277	1,040,865	11	203	283	8	203	242	226	.93
Hatfield, .	1,500	220	1,163,888	8	148	222	1	184	199	194	.97
Huntington, .	1,475	239	532,230	10	206	341	28	229	285	255	.90
Middlefield, .	410	92	196,713	6	73	121	3	91	105	98	.94
Northampton, .	18,643	3,086	12,356,636	76	2,191	2,830	287	1,855	2,546	2,370	.93
Pelham, .	462	100	185,706	4	75	85	6	66	67	62	.93
Plainfield, .	404	89	172,373	5	65	78	9	46	73	66	.91
Prescott, .	380	76	160,504	5	61	71	2	59	57	53	.93
Southampton, .	1,012	178	495,652	8	125	174	4	142	137	122	.89
South Hadley, .	4,526	824	2,574,791	22	565	945	85	583	786	715	.92
Ware, .	8,263	1,660	4,173,250	29	1,109	1,331	120	865	1,093	1,005	.92
Westhampton, .	469	120	216,395	5	88	129	6	88	98	93	.96
Williamsburg, .	1,926	375	863,822	15	267	393	19	283	359	328	.91
Worthington, .	675	128	309,496	7	100	139	5	101	113	100	.88
Totals, .	58,820	10,312	\$33,973,253	309	7,412	10,362	905	6,895	8,866	8,176	.91

SCHOOL RETURNS.

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HAMPSHIRE COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.								LENGTH OF SCHOOLING.		HIGH SCHOOLS.				
	No. of teachers re- quired by the pub- lic schools.	No. of different male teachers employed during the school year.	No. of different fe- male teachers em- ployed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended nor- mal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Avg No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.	
Amherst, .	23	2	26	6	6	\$110 00	\$40 00	162-2	9	1	6	158	9-7	\$1,600 00	
Belchertown, .	21	3	26	-	5	51 48	28 23	170	8-2	1	2	67	9	900 00	
Chesterfield, .	6	1	8	2	2	32 00	27 80	48-15	8-2	-	-	-	-	-	
Cummington, .	6	-	6	1	2	-	29 00	48-13	8-2	-	-	-	-	-	
Easthampton, .	32	2	33	13	13	97 00	40 26	229-11	8-16	1	8	72	9-18	1,500 00	
Enfield, .	7	-	10	2	2	-	38 57	61-3	8-14	-	-	-	-	-	
Gosben, .	3	1	7	2	3	36 00	32 00	24	8	-	-	-	-	-	
Granby, .	7	1	9	3	3	77 77	28 00	57	8-3	1	1	20	9	700 00	
Greenwich, .	3	-	4	3	3	-	37 33	26-13	8-17	-	-	-	-	-	
Hadley, .	11	1	12	2	2	80 00	28 45	90-4	8-4	1*	1	32	10	800 00	
Hatfield, .	8	-	8	2	2	-	33 75	72	9	-	-	-	-	-	
Huntington, .	10	1	10	2	5	80 00	33 37	87	8-14	1	1	25	10	800 00	
Middlefield, .	6	-	8	2	2	-	34 66	48-4	8-15	-	-	-	-	-	
Northampton, .	93	7	92	33	36	122 00	44 31	727-2	9-11	1	9	257	9-13	1,700 00	
Pelham, .	4	-	6	2	3	-	33 50	32	8	-	-	-	-	-	
Plainfield, .	5	1	6	2	3	32 00	32 00	35-5	8	-	-	-	-	-	
Prescott, .	5	2	6	-	1	26 00	25 66	40	8	-	-	-	-	-	
Southampton, .	8	-	8	5	5	-	34 00	70-15	8-17	-	-	-	-	-	
South Hadley, .	26	1	27	10	10	120 00	43 40	209	9-10	1	4	72	9-19	1,200 00	
Ware, .	33	1	36	12	16	143 00	44 15	264-18	9-9	1	6	157	9-13	1,430 00	
Westhampton, .	5	-	11	5	7	-	32 80	42-10	8-10	-	-	-	-	-	
Williamsburg, .	16	2	16	2	6	56 00	32 15	137	9-2	2	3	79	{ 9-15 9-16	608 00	
Worthington, .	7	-	10	3	4	-	32 80	57-11	8-4	-	-	-	-	480 00	
Totals, .	345	26	385	113	141	\$63 39	\$37 90	2,741-6	8-17	11	36	939	9-12	\$11,718 00	

* Hopkins Academy.

HAMPSHIRE COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such support diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and truant service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Amherst,	\$11,513 50	\$715 39	\$1,675 07	\$165 00	\$1,500 00	\$1,378 50	\$601 11	\$17,548 57	\$1,210 00	\$16,338 57
Belchertown,	5,453 67	-	419 88	276 50	-	534 52	38 65	6,723 22	1,783 84	4,939 38
Chesterfield,	1,438 80	111 80	102 46	70 00	-	152 08	26 16	1,901 30	931 91	969 39
Cummington,	2,274 00	468 95	139 99	47 00	403 79	194 23	6 00	3,533 96	2,222 56	1,311 40
Easthampton,	13,173 39	426 45	2,178 04	-	1,203 99	759 82	425 22	18,166 91	2,013 02	16,153 89
Enfield,	2,487 25	247 50	359 01	170 90	-	289 19	20 65	3,574 50	1,123 08	2,451 42
Gosben,	970 00	-	38 66	6 00	187 50	50 35	12 72	1,265 23	1,052 75	212 48
Granby,	1,987 61	264 15	334 16	75 00	375 00	163 26	127 64	3,326 82	1,435 44	1,891 38
Greenwich,	1,240 00	391 44	82 90	40 00	-	123 45	39 65	1,917 44	914 44	1,003 00
Hadley,	3,415 00	176 00	600 00	-	660 00	400 00	15 00	5,286 00	1,108 87	4,157 13
Hatfield,	2,784 30	8 00	509 17	68 50	480 00	394 54	10 00	4,254 51	1,113 24	3,141 27
Huntington,	3,914 25	144 00	598 26	104 18	172 40	344 07	156 51	5,433 67	908 71	4,524 96
Middlefield,	1,701 00	70 10	76 38	-	298 80	195 40	19 78	2,361 46	1,514 19	847 27
Northampton,	47,357 33	712 50	9,975 04	597 60	1,800 00	4,197 40	1,664 55	66,304 42	1,799 56	64,504 86
Pelham,	1,219 50	76 50	51 25	-	300 00	75 89	25 29	1,748 43	1,092 21	656 22
Plainfield,	1,342 40	6 00	74 06	-	312 50	113 71	13 11	1,861 78	1,068 42	793 36
Prescott,	1,420 83	46 50	65 94	50 00	-	135 79	18 32	1,737 38	968 41	768 97
Southampton,	2,964 16	-	183 18	106 50	220 31	155 51	12 00	3,641 66	1,354 05	2,287 61
South Hadley,	12,087 00	205 00	2,822 00	140 00	1,125 00	1,061 20	1,308 35	18,748 55	2,458 70	16,289 85
Ware,	17,090 85	483 50	5,521 52	125 00	2,000 00	2,285 16	960 48	28,466 51	439 00	28,027 51
Westhampton,	2,127 35	-	105 05	45 00	71 67	129 23	23 22	2,501 52	1,478 90	1,022 62
Williamsburg,	4,933 63	443 50	790 34	245 00	714 00	497 61	122 10	7,746 08	2,447 44	5,298 64
Worthington,	1,866 00	26 50	134 58	75 50	-	166 08	28 53	2,287 19	1,548 39	738 80
Totals,	\$144,751 72	\$5,023 78	\$26,836 94	\$2,407 68	\$11,824 96	\$13,796 99	\$5,675 04	\$210,317 11	\$31,987 13	\$178,329 98

HAMPSHIRE COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxa- tion.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE IN- COME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school- houses.	Alterations and perma- nent repairs.	Ordinary re- pairs.					Principal.	Income.	
Amherst,	\$8,097 35	-	\$658 64	\$8,755 99	-	\$8,755 99	\$25,094 56	-	-	\$408 70
Belchertown,	-	\$966 38	194 22	1,160 60	-	1,160 60	6,099 98	\$6,000 00	\$242 40	-
Chesterfield,	-	-	58 84	58 84	-	58 84	1,028 23	500 00	24 00	-
Cummington,	-	-	280 81	280 81	-	280 81	1,592 21	-	-	123 51
Easthampton,	-	500 00	393 01	893 01	-	893 01	17,046 90	-	-	332 35
Enfield,	-	-	22 59	22 59	-	22 59	2,474 01	-	-	-
Goshen,	-	126 48	-	126 48	-	126 48	338 96	-	-	-
Granby,	-	162 90	27 39	190 29	-	190 29	2,081 67	-	-	-
Greenwich,	-	-	20 17	20 17	-	20 17	1,023 17	500 00	30 00	-
Hadley,	-	154 19	180 31	334 50	-	334 50	4,491 63	-	-	-
Hatfield,	-	90 00	113 15	203 15	-	203 15	3,344 42	-	-	165 73
Huntington,	-	-	308 38	308 38	-	308 38	4,833 34	-	-	150 91
Middlefield,	-	219 68	149 18	368 86	-	368 86	1,216 13	-	-	-
Northampton,	-	-	3,876 53	3,876 53	-	3,876 53	68,381 39	3,000 00	94 81	1,125 58
Pelham,	-	-	32 74	32 74	-	32 74	688 96	-	-	80 84
Plainfield,	-	83 05	19 82	102 87	-	102 87	896 23	-	-	-
Prescott,	-	-	6 85	6 85	-	6 85	775 82	-	-	51 65
Southampton,	-	-	111 34	111 34	-	111 34	2,398 95	-	-	-
South Hadley,	-	1,400 00	940 00	2,340 00	-	2,340 00	18,629 85	-	-	242 53
Ware,	28,814 33	-	1,198 65	30,012 98	-	30,012 98	58,040 49	-	-	-
Westhampton,	-	110 62	21 46	132 08	-	132 08	1,154 70	-	-	-
Williamsburg,	-	728 47	78 23	806 70	-	806 70	6,105 34	20,000 00	736 63	141 02
Worthington,	-	-	198 83	198 83	-	198 83	935 63	3,724 83	269 39	90 27
Totals,	\$36,911 68	\$4,541 77	\$8,889 14	\$50,342 59	-	\$50,342 59	\$228,672 57	\$33,724 83	\$1,397 23	\$2,913 09

SCHOOL RETURNS.

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Southampton,	.	.	838 08	-	-	-	-	-	-	-	-	-
South Hadley,	.	.	767 44	125 00	-	-	-	-	-	-	-	-
Ware,	.	.	-	-	-	-	1	455	-	-	-	-
Westhampton,	.	.	838 08	-	-	-	-	-	-	-	-	-
Williamsburg,	.	.	917 44	-	-	-	-	-	-	-	-	-
Worthington,,	.	.	300 00	-	-	-	1	23	-	-	-	-
Totals,	.	.	\$13,265 75	\$241 00	4	403	9	1,240	\$12,500 00	\$20,325 00	\$846,485 00	\$34,066 58

MIDDLESEX COUNTY.

TOWNS AND CITIES.	Population — U. S. Census of 1900.	Valuation — May 1, 1901.	No. of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1901.		SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.						
				No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pupils during the school year.	No. of different pupils within the year under 5 years of age.	No. of different pupils within the year over 15 years of age.	No. of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.
Acton, .	2,120	\$1,653,989	11	326	225	339	-	18	216	292	266	.91
Arlington, .	8,603	9,046,439	41	1,571	1,109	1,594	14	136	956	1,394	1,275	.91
Ashby, .	876	473,948	6	120	86	135	-	17	97	126	118	.94
Ashland, .	1,525	1,039,285	9	252	179	299	4	23	207	279	261	.94
Ayer, .	2,446	1,572,795	11	467	319	503	12	63	306	456	422	.92
Bedford, .	1,208	1,112,371	4	199	138	204	4	4	141	159	138	.87
Belmont, .	3,929	5,321,270	20	620	418	626	-	74	381	569	513	.90
Billerica, .	2,775	2,095,403	15	468	320	520	-	58	317	466	434	.93
Boxborough, .	316	238,761	4	51	40	59	2	1	41	48	45	.93
Burlington, .	593	567,851	2	83	55	59	-	-	45	44	41	.93
Cambridge, .	91,886	96,216,875	326	15,300	10,684	15,369	872	1,398	9,420	14,144	13,021	.92
Carlisle, .	480	375,836	3	79	69	74	3	2	65	65	69	.90
Chelmsford, .	3,984	2,479,903	20	707	520	828	6	73	538	674	605	.90
Concord, .	5,652	4,914,501	20	859	601	1,071	5	169	589	959	878	.92
Dracut, .	3,253	2,136,541	14	533	431	623	1	2	341	481	425	.88
Dunstable, .	427	309,910	2	67	45	70	-	2	47	56	52	.92
Everett, .	24,336	19,355,650	125	4,456	4,009	5,768	6	465	3,685	4,917	4,602	.94
Framingham, .	11,302	8,795,925	52	1,858	1,347	2,226	45	244	1,431	2,038	1,849	.91
Groton, .	2,052	2,771,815	13	368	268	414	5	59	262	368	333	.90
Holliston, .	2,598	1,511,588	13	415	287	564	-	41	287	444	416	.94
Hopkinton, .	2,623	1,691,560	15	444	351	463	3	52	302	408	384	.94
Hudson, .	5,454	3,047,701	22	1,008	692	1,093	9	108	684	1,017	955	.93
Lexington, .	3,831	5,385,085	19	623	443	731	7	122	448	678	614	.91
Lincoln, .	1,127	2,495,689	5	139	106	136	-	5	106	112	101	.91
Littleton, .	1,179	926,405	7	187	127	220	-	38	183	196	183	.93
Lowell, .	94,969	71,667,938	278	14,593	10,562	12,692	699	885	8,211	10,700	9,726	.91

SCHOOL RETURNS.

Malden, .	33,684	27,446,600	142	6,306	4,408	6,135	282	713	3,971	5,635	5,249	.93
Marlborough, .	18,609	9,233,973	59	2,754	1,915	2,543	30	142	1,915	2,279	2,127	.92
Maynard, .	3,142	2,206,451	13	601	444	610	-	7	447	549	510	.93
Medford, .	18,244	20,124,600	75	3,503	2,444	4,085	258	302	2,535	3,452	3,113	.90
Melrose, .	12,962	14,890,765	69	1,997	1,405	2,826	166	380	1,524	2,598	2,440	.94
Natick, .	9,488	5,985,650	48	1,562	1,120	1,871	-	275	1,115	1,700	1,603	.94
Newton, .	33,587	59,176,030	128	5,482	3,817	6,101	320	859	3,100	5,319	4,810	.90
North Reading, .	1,035	642,453	4	153	111	151	1	3	111	137	98	.87
Pepperell, .	3,701	2,202,389	19	662	467	791	5	55	549	775	638	.82
Reading, .	4,969	4,364,288	20	890	680	1,026	26	114	601	915	850	.93
Sherborn, .	1,483	850,520	6	233	170	205	1	3	163	179	168	.88
Shirley, .	1,680	892,223	6	259	195	276	-	5	199	232	218	.94
Somerville, .	61,643	53,855,200	222	10,715	8,652	10,755	299	1,284	6,453	9,888	9,269	.94
Stoneham, .	6,197	5,124,540	25	928	656	1,095	21	151	629	976	908	.93
Stow, .	1,002	810,551	6	165	109	168	-	9	112	142	139	.98
Sudbury, .	1,150	1,182,600	7	167	119	198	1	23	124	175	159	.91
Tewksbury, .	3,683	1,725,529	12	492	382	450	3	25	288	404	354	.87
Townsend, .	1,804	1,159,487	9	232	161	285	-	33	186	248	228	.92
Tyngsborough, .	773	429,581	4	118	88	112	-	3	83	91	80	.87
Wakefield, .	9,290	8,349,290	42	1,732	1,213	2,003	1	251	1,192	1,794	1,680	.94
Waltham, .	23,481	20,481,445	68	3,905	2,820	3,100	18	326	1,980	2,898	2,700	.93
Watertown, .	9,706	11,205,695	30	1,657	1,202	1,387	67	181	799	1,217	1,109	.91
Wayland, .	2,303	1,691,074	13	398	310	489	8	54	304	449	415	.92
Westford, .	2,624	1,484,187	14	407	278	459	-	29	310	393	352	.90
Weston, .	1,834	4,871,970	7	238	165	256	-	37	157	237	223	.94
Wilmington, .	1,596	1,111,060	10	324	235	360	7	25	221	302	280	.93
Winchester, .	7,248	8,937,654	34	1,412	932	1,549	121	169	861	1,427	1,303	.91
Woburn, .	14,254	10,524,821	59	3,220	2,001	2,936	56	341	1,812	2,690	2,521	.94
Totals, .	555,696	\$528,255,610	2,208	96,305	69,920	98,903	3,388	9,858	60,967	88,191	81,248	.92

BOARD OF EDUCATION.

MIDDLESEX COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.								LENGTH OF SCHOOLING.		HIGH SCHOOLS.			
	No. of teachers re-quired by the pub-lic schools.	No. of different male teachers employed during the school year.	No. of different fe-male teachers em-ployed during the school year.	No. of teachers that have graduated (from normal schools.	No. of teachers that have attended nor-mal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Av'ge No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.
Acton, .	11	12	9	9	9	\$100 00	\$41 80	101	9-3	1	2	22	10	\$1,000 00
Arlington, .	45	39	17	16	17	237 50	57 60	320-19	9-9	1	9	232	9-11	2,200 00
Ashby, .	6	7	5	4	5	40 00	36 50	48-18	8-3	1	1	17	9-15	425 00
Ashland, .	10	9	6	4	6	90 00	39 00	78	8-19	1	2	27	9-11	900 00
Ayer, .	13	13	9	7	9	110 00	41 50	99-15	9-1	1	3	73	9-18	1,100 00
Bedford, .	4	4	3	2	3	-	43 16	38	9-10	-	-	-	-	-
Belmont, .	20	1	9	6	9	150 00	57 56	185	9-5	1	4	84	9-5	1,500 00
Billerica, .	16	13	10	7	10	73 33	41 38	132-15	8-17	1*	2	49	9-10	1,000 00
Boxborough, .	4	5	-	3	-	-	39 18	84	8-10	-	-	-	-	-
Burlington, .	2	2	2	2	2	-	46 00	18-10	9-5	-	-	-	-	-
Cambridge, .	413	399	257	232	257	171 56	70 09	3,260	10	3	60	1,314	{ 10 10 10	3,000 00 3,000 00 3,000 00
Carlisle, .	3	3	2	1	2	-	38 66	25-15	8-11	-	-	-	-	-
Chelmsford, .	22	21	11	11	11	80 00	39 68	178-15	8-18	2	4	69	{ 9-14 9-14	800 00 800 00
Concord, .	29	27	9	9	9	120 00	58 94	159-10	9-8	1	9	244	9-17	2,000 00
Dracut, .	15	17	14	10	14	-	44 86	125-17	9-7	-	-	-	-	-
Danstable, .	2	2	2	2	2	-	40 00	17-18	8-19	-	-	-	-	-
Everett, .	143	135	69	60	69	128 66	58 61	1,140-4	9-10	1	11	324	9-10	2,300 00
Frammingham, .	60	61	56	44	56	139 35	50 00	446-2	8-11	1	7	241	9-10	2,100 00
Groton, .	15	14	7	3	7	130 00	40 28	117-17	9-1	1	3	77	9-12	1,300 00
Holliston, .	16	15	8	5	8	106 87	47 67	117-8	9-7	1	3	49	9-18	1,000 00
Hopkinton, .	15	14	6	3	6	100 00	40 86	114-15	8-17	1	3	69	9-15	1,000 00
Hudson, .	27	25	11	4	11	123 42	43 31	217-7	9-1	1	5	150	9-15	1,377 92
Lexington, .	20	19	7	6	7	190 00	56 84	150-9	9-8	1	4	97	9-12	1,900 00
Lincoln, .	5	5	1	1	1	-	52 57	46-6	9-5	-	-	-	-	-

SCHOOL RETURNS.

Littleton,	8	1	9	2	2	97	80 00	44 89	63-19	9-2	1	2	48	10	800 00
Lowell,	303	21	315	68	97	97	160 00	60 00	2,470	9-6	1	29	871	9-10	2,600 00
Malden,	179	15	172	59	75	75	149 17	60 86	1,345-9	9-9	1	19	625	9-9	2,400 00
Marlborough,	66	2	70	9	12	12	145 56	52 82	575	9-11	1	10	271	9-17	1,800 00
Maynard,	15	1	14	7	11	11	110 00	44 00	126-15	9-15	1	3	40	9-15	1,100 00
Medford,	97	13	87	28	35	35	138 07	62 21	715-8	9-10	1	18	520	9-15	2,500 00
Melrose,	85	13	79	25	33	33	124 44	53 08	620-7	9	1	12	303	9-10	2,100 00
Natick,	50	5	47	22	29	29	130 50	48 02	444	9-5	1	10	297	9-19	2,000 00
Newton,	194	17	177	80	84	84	212 16	70 14	1,171-5	9-4	1	26	747	9-4	3,000 00
North Reading,	4	-	4	2	2	2	-	47 00	33-19	8-9	-	-	-	-	-
Pepperell,	24	2	24	9	12	12	65 00	41 34	158-6	8-16	1	3	90	9-15	1,000 00
Reading,	26	3	28	14	17	17	175 00	48 80	187-5	9-7	1	6	140	9-7	1,750 00
Sherborn,	6	-	7	3	5	5	-	36 00	52-10	8-15	1†	2	23	9-5	700 00
Shirley,	8	-	9	3	5	5	-	40 66	57-15	9-12	-	-	-	-	-
Somerville,	273	25	263	94	116	116	178 48	68 96	2,097-18	9-9	2	41	1,065	{ 9-2	3,000 00
Stoneham,	29	1	31	8	12	12	170 00	47 65	222-10	8-18	1	5	175	9-2	3,000 00
Stow,	7	1	6	1	2	2	89 45	36 66	54-10	9-1	1	2	20	9-8	1,700 00
Sudbury,	8	1	7	3	4	4	77 77	39 42	59-17	8-11	1	2	22	9-10	850 00
Tewksbury,	13	1	14	9	11	11	85 00	45 00	103-17	8-14	1	2	35	8-11	700 00
Townsend,	10	1	10	2	3	3	55 56	38 89	80-11	8-19	1	2	28	9-15	850 00
Tyngsborough,	4	-	4	4	4	4	-	45 00	34-11	8-17	-	-	-	9-17	550 00
Wakefield,	53	5	55	16	19	19	125 00	60 73	386-10	9-4	1	10	266	-	-
Waltham,	85	7	82	38	40	40	150 00	61 88	637-11	9-7	1	12	331	9-7	2,000 00
Watertown,	39	6	43	12	15	15	153 75	57 72	274-11	9-3	1	6	123	9-8	2,100 00
Wayland,	15	2	14	10	10	10	93 24	39 71	116-6	8-18	1	3	51	9-16	1,000 00
Westford,	14	1	13	8	10	10	60 00	38 12	126	9	1†	2	39	9-15	1,800 00
Weston,	9	1	10	4	4	4	189 47	59 02	66-10	9-10	1	3	47	9-10	1,800 00
Wilmington,	10	1	9	6	7	7	80 00	40 00	88-18	8-18	1	1	26	9-13	800 00
Winchester,	48	5	51	25	28	28	128 83	52 56	328-13	9-13	1	9	261	9-16	2,000 00
Woburn,	69	6	70	7	10	10	130 00	52 97	548-14	9-6	1	11	330	9-4	1,900 00
Totals,	2,667	236	2,586	1,029	1,244	1,244	\$151 39	\$59 20	20,424-5	9-5	48	383	9,832	9-11	\$79,402 92

* Howe Academy. † United with Sawin Academy. ‡ Westford Academy.

MIDDLESEX COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF SCHOOLS.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and transient service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Acton, .	\$4,988 00	\$975 00	\$973 57	\$87 70	\$470 00	\$469 45	\$182 31	\$8,146 03	\$1,192 44	\$6,953 59
Arlington, .	29,121 53	-	6,614 83	50 00	2,083 99	3,140 06	610 27	41,620 68	777 68	40,843 00
Ashby, .	1,902 49	1,086 67	326 49	-	600 00	221 86	12 00	4,149 51	1,071 42	3,078 09
Ashland, .	4,335 25	936 75	1,102 44	69 55	600 00	500 45	209 99	7,754 43	1,045 50	6,708 93
Ayer, .	5,976 25	-	978 19	-	800 04	921 39	229 74	8,905 61	1,043 54	7,862 07
Bedford, .	3,015 00	842 71	706 35	1 25	358 31	179 29	29 52	5,132 43	367 21	4,765 22
Belmont, .	15,000 00	656 46	3,342 48	55 00	1,500 00	1,475 72	828 19	22,855 85	321 20	22,534 65
Billerica, .	6,555 59	568 55	1,630 32	202 75	770 00	629 49	285 34	10,642 04	1,208 63	9,433 41
Boxborough, .	1,890 00	-	102 15	-	50 00	68 91	29 69	2,140 75	1,356 08	784 67
Burlington, .	1,275 00	800 86	283 95	65 00	254 75	116 08	121 90	2,917 54	746 21	2,171 33
Cambridge, .	330,452 05	-	56,479 13	7,910 00	4,700 00	21,109 23	3,877 39	424,627 80	7,198 11	417,329 69
Carlisle, .	1,268 00	510 20	135 41	6 50	224 50	112 24	14 03	2,270 88	1,060 21	1,220 67
Chelmsford, .	8,688 75	1,092 50	2,417 92	163 65	1,125 00	1,047 33	392 59	14,927 74	1,744 94	13,182 80
Concord, .	20,880 20	2,814 00	3,467 03	191 00	500 00	2,574 04	1,335 45	31,761 72	5,546 24	26,215 48
Dracut, .	7,689 00	561 00	1,378 00	64 20	609 94	583 91	851 07	11,737 12	1,404 10	10,333 02
Dunstable, .	937 50	828 00	271 99	11 00	150 00	45 69	61 76	2,305 94	1,084 30	1,221 64
Everett, .	83,430 84	-	15,717 85	225 00	2,500 00	8,944 40	4,344 25	115,162 34	-	115,162 34
Frammingham, .	30,300 67	1,339 95	5,760 68	51 60	2,000 00	2,468 89	1,738 29	43,660 08	366 54	43,293 54
Groton, .	7,175 00	286 75	1,095 70	40 00	715 00	514 45	277 37	10,104 27	-	10,104 27
Holliston, .	6,654 45	1,192 00	1,068 69	63 08	626 00	986 40	155 47	10,746 07	2,524 44	8,221 63
Hopkinton, .	6,571 50	924 25	1,711 52	5 50	900 00	516 48	270 81	10,900 06	1,649 02	9,251 04
Hudson, .	12,926 12	766 00	2,767 71	250 00	1,000 00	1,920 17	245 08	19,875 08	768 56	19,106 52
Lexington, .	12,473 68	2,568 61	3,836 60	351 75	300 00	964 96	260 71	20,756 31	-	20,756 31
Lincoln, .	3,874 06	1,498 00	227 84	1 50	356 23	264 57	99 25	6,321 45	947 08	5,374 37
Littleton, .	4,236 80	876 00	819 29	-	320 00	362 89	184 43	6,799 41	1,377 44	5,421 97
Lowell, .	228,760 59	125 00	51,362 55	4,891 27	3,000 00	17,306 82	25,337 45	328,773 68	-	328,773 68

SCHOOL RETURNS.

Malden,	125,314 79	170 00	19,687 17	1,770 00	2,500 00	9,527 05	5,187 99	164,167 00	-	164,167 00
Marlborough,	38,913 16	788 08	7,166 94	760 00	2,100 00	3,569 78	1,184 24	54,472 15	182 10	54,290 05
Maynard,	7,112 84	60 00	1,598 40	235 00	-	886 54	497 22	10,390 00	588 08	9,801 92
Medford,	70,091 17	40 00	14,386 45	1,105 00	2,800 00	6,451 51	2,270 51	97,144 64	159 50	96,985 14
Melrose,	52,597 04	480 00	13,453 89	458 31	2,325 00	5,799 26	2,449 01	77,562 54	1,932 11	75,630 43
Natick, . .	26,596 84	37 00	4,217 65	50 00	1,700 00	2,472 30	1,845 93	36,919 74	-	36,919 74
Newton, . .	147,397 46	420 45	23,318 17	2,374 96	3,500 00	10,413 74	6,405 40	193,830 18	-	193,830 18
North Reading,	2,280 00	808 25	293 75	46 00	183 28	276 32	5 00	3,893 60	1,358 08	2,535 52
Pepperell,	9,048 50	423 00	2,458 61	10 00	400 00	1,300 90	645 95	14,286 96	796 44	13,490 52
Reading,	15,659 59	604 45	2,776 07	20 00	1,000 00	1,395 12	3,190 72	24,645 95	43 97	24,601 98
Sherborn,	2,213 23	1,025 80	525 71	81 50	313 00	250 18	35 50	4,444 92	889 94	3,554 98
Shirley,	3,030 40	447 25	618 32	100 00	382 50	380 04	213 85	5,172 36	1,466 89	3,705 47
Somerville,	221,740 00	-	35,533 00	1,816 00	3,000 00	15,382 00	3,325 00	280,796 00	-	280,796 00
Stoneham,	17,526 74	-	3,825 04	129 00	1,000 00	1,347 30	1,025 74	24,853 82	130 50	24,723 32
Stow, . .	3,016 70	253 00	448 61	118 50	-	384 85	31 00	4,252 66	1,187 06	3,065 60
Sudbury,	3,588 00	1,877 00	611 97	90 77	450 00	449 15	116 65	7,163 54	1,375 98	5,787 56
Tewksbury,	6,364 74	510 05	1,379 96	150 00	728 94	564 20	25 00	9,722 89	1,224 13	8,498 76
Townsend,	4,040 22	928 55	735 93	4 00	900 00	392 94	65 48	7,067 12	1,621 41	5,445 71
Tyngsborough,	2,613 33	990 00	457 93	-	181 60	175 32	83 66	4,501 84	1,912 03	2,589 81
Wakefield,	32,735 86	268 50	6,213 65	-	1,800 00	3,356 02	1,295 14	45,669 17	1,822 55	43,846 62
Waltham,	62,886 00	987 38	10,499 81	900 00	2,200 00	4,514 00	2,622 81	84,610 00	-	84,610 00
Watertown,	27,836 49	178 50	5,309 60	100 00	1,800 00	2,081 88	1,100 00	38,406 47	-	38,406 47
Wayland,	7,004 08	1,376 00	1,575 95	35 02	750 00	992 46	10 33	11,743 84	1,025 33	10,718 51
Westford,	6,725 41	508 50	1,103 48	11 00	780 00	559 93	966 86	10,655 18	1,288 08	9,367 10
Weston,	7,187 04	3,069 00	1,807 45	450 00	100 00	663 11	21 00	13,297 60	-	13,297 60
Wilmington,	4,156 00	-	1,215 57	105 00	545 37	480 45	169 17	6,671 56	842 38	5,829 18
Winchester,	26,575 66	593 50	4,823 04	252 50	1,500 00	3,205 28	1,875 26	38,825 24	-	38,825 24
Woburn,	41,574 87	122 00	6,541 11	616 30	2,000 00	2,860 63	890 57	54,605 48	535 00	54,070 48
Totals, . .	\$1,814,184 48	\$38,216 47	\$337,151 91	\$26,536 14	\$61,453 45	\$147,577 43	\$79,537 39	\$2,504,657 27	\$55,172 45	\$2,449,484 82

BOARD OF EDUCATION.

MIDDLESEX COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxa- tion.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE IN- COME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school- houses.	Alterations and perma- nent repairs.	Ordinary re- pairs.					Principal.	Income.	
Acton,	\$8,850 00	\$397 19	\$438 82	\$836 01	-	\$836 01	\$7,789 60	\$23,275 71	-	\$245 10
Arlington,	-	2,218 47	400 00	11,468 47	-	11,468 47	52,311 47	\$1,246 14	-	-
Ashby,	-	-	32 03	32 03	-	32 03	3,110 12	636 34	24 10	-
Ashland,	-	-	48 18	48 18	-	48 18	6,757 11	-	-	-
Ayer,	-	142 05	275 16	417 21	-	417 21	8,279 28	-	-	249 24
Bedford,	-	-	14 07	14 07	-	14 07	4,779 29	-	-	-
Belmont,	26,643 66	-	280 56	26,924 22	-	26,924 22	49,458 87	-	-	-
Billerica,	25,000 00	-	519 09	25,519 09	-	25,519 09	34,952 50	-	-	361 00
Boxborough,	-	15 42	-	15 42	-	15 42	800 09	-	-	-
Burlington,	-	-	37 32	37 32	-	37 32	2,208 65	-	-	83 40
Cambridge,	78,642 64	23,682 05	15,064 62	117,389 31	-	117,389 31	534,719 00	500 00	637 61	-
Carlisle,	-	-	15 28	15 28	-	15 28	1,235 95	-	-	-
Chelmsford,	2,921 80	1,106 00	177 19	4,204 99	-	4,204 99	17,387 79	-	-	528 68
Concord,	1,075 61	9,854 07	691 04	11,620 72	-	11,620 72	37,836 20	24,300 00	1,114 69	-
Dracut,	-	-	326 82	326 82	-	326 82	10,659 84	3,000 00	115 46	507 87
Dunstable,	-	-	1 83	1 83	-	1 83	1,223 47	-	-	-
Everett,	44,143 96	7,303 89	6,057 38	57,505 23	-	57,505 23	172,667 57	-	-	-
Frammingham,	9,434 45	-	2,036 92	11,471 37	-	11,471 37	54,764 91	1,258 94	75 54	532 10
Groton,	-	-	841 34	841 34	-	841 34	10,945 61	-	-	-
Holliston,	-	1,557 32	334 82	1,892 14	-	1,892 14	10,113 77	-	-	-
Hopkinton,	-	155 00	352 46	507 46	-	507 46	9,758 50	5,836 00	233 44	349 98
Hudson,	-	2,721 19	275 00	2,996 19	-	2,996 19	22,102 71	-	-	254 69
Lexington,	1,648 00	1,376 29	393 38	3,417 67	-	3,417 67	24,173 98	500 00	20 00	90 85
Lincoln,	-	450 45	28 03	478 48	-	478 48	5,852 85	1,209 21	46 20	-
Littleton,	-	-	86 13	86 13	-	86 13	5,608 10	3,500 00	210 00	277 02
Lowell,	18,848 48	-	17,686 02	36,434 50	-	36,434 50	365,208 18	-	-	-

SCHOOL RETURNS.

Malden,	-	4,601 07	7,015 89	11,616 96	-	11,616 96	175,773 96	-	153 04	-	-
Marlborough,	-	-	2,834 15	2,834 15	-	2,834 15	57,124 20	-	-	-	-
Maynard,	-	-	276 92	276 92	-	276 92	10,078 84	-	-	-	-
Medford,	-	1,637 23	921 87	2,559 10	-	2,559 10	99,544 24	-	-	-	-
Melrose,	-	2,100 00	1,800 00	3,700 00	-	3,700 00	79,330 43	-	-	-	-
Natick,	-	-	1,131 86	1,131 86	-	1,131 86	38,051 60	-	-	-	-
Newton,	-	-	16,945 07	16,945 07	-	16,945 07	210,775 25	-	-	-	2,601 29
North Reading,	-	-	136 72	136 72	-	136 72	2,672 24	-	-	-	-
Pepperell,	-	443 66	281 05	724 71	-	724 71	14,215 23	-	-	-	784 11
Reading,	-	-	643 08	643 08	-	643 08	25,245 06	-	-	-	-
Sherborn,	-	121 40	63 54	184 94	-	184 94	3,739 92	-	1,063 62	128 83	-
Shirley,	-	-	155 08	155 08	-	155 08	3,860 55	-	479 29	171 00	-
Somerville,	49,203 00	-	11,000 00	60,203 00	-	60,203 00	340,999 00	-	-	-	-
Stonham,	49,958 38	4,449 60	298 12	54,704 10	-	54,704 10	79,427 42	-	-	-	-
Stow,	-	35 53	127 41	162 94	-	162 94	3,228 54	-	-	132 24	-
Sudbury,	-	-	91 28	91 28	-	91 28	5,878 84	-	1,159 00	194 94	-
Tewksbury,	-	-	666 32	666 32	-	666 32	9,165 08	-	46 04	-	-
Townsend,	-	3,598 30	67 06	3,665 36	\$2 00	3,663 36	9,109 07	-	139 88	-	-
Tyngsborough,	-	258 82	54 74	313 56	-	313 56	2,903 37	-	109 59	-	-
Wakefield,	35,000 00	-	1,738 96	36,738 96	35,000 00	1,738 96	45,585 58	-	-	-	-
Waltham,	93,443 00	700 00	4,305 56	98,448 56	-	98,448 56	183,058 56	-	-	-	-
Watertown,	-	2,500 00	2,109 65	4,609 65	-	4,609 65	43,016 12	-	-	-	-
Wayland,	-	-	190 04	190 04	-	190 04	10,908 55	-	12 00	115 14	-
Westford,	-	784 99	1,332 36	2,117 35	-	2,117 35	11,484 45	-	-	-	-
Weston,	-	-	1,145 44	1,145 44	-	1,145 44	14,443 04	-	-	-	-
Wilmington,	-	-	-	-	-	-	5,829 18	-	-	262 77	-
Winchester,	18,333 88	2,029 89	760 19	21,123 96	-	21,123 96	59,949 20	-	-	196 15	-
Woburn,	-	2,249 24	1,665 45	3,914 69	-	3,914 69	57,985 17	-	-	-	-
Totals,	\$463,146 86	\$76,489 12	\$103,869 30	\$643,505 28	\$35,002 00	\$608,503 28	\$3,057,988 10	\$109,487 03	\$6,890 64	\$8,082 40	

BOARD OF EDUCATION.

MIDDLESEX COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1902.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.					ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.	
Action, .	\$817 44	-	-	-	-	-	-	-	-	-	-
Arlington, .	-	-	-	-	2	-	-	-	-	-	-
Ashby, .	1,017 44	-	-	-	-	-	-	-	-	-	-
Ashland, .	817 44	-	-	-	-	-	-	-	-	-	-
Ayer, .	638 08	-	-	-	-	-	-	-	-	-	-
Bedford, .	638 08	\$155 00	-	-	-	-	\$590 00	-	-	-	-
Belmont, .	-	110 00	1	25	-	-	500 00	-	\$50,000 00	\$8,000 00	-
BillERICA, .	588 08	-	1	35	-	-	-	-	-	-	-
Boxborough, .	838 08	-	-	-	-	-	-	-	-	-	-
Burlington, .	558 71	-	-	-	16	3,439	-	-	47,500 00	-	-
Cambridge, .	-	-	-	-	-	-	-	-	-	-	-
Carlisle, .	658 71	-	-	-	-	-	-	-	-	-	-
Chelmsford, .	767 44	-	-	-	2	34	-	\$6,400 00	-	-	-
Concord, .	-	-	-	-	-	-	-	-	-	-	-
Dracut, .	767 44	-	-	-	-	-	-	-	-	-	-
Dunstable, .	838 08	-	-	-	-	-	-	-	-	-	-
Everett, .	-	-	-	-	2	57	-	3,215 00	20,000 00	-	-
Frammingham, .	-	-	-	-	-	-	-	-	-	-	-
Groton, .	767 44	-	2	128	-	-	95,400 00	-	-	-	-
Holliston, .	817 44	10 00	-	-	-	-	-	-	-	-	-
Hopkinton, .	638 08	-	-	-	-	-	-	-	-	-	-
Hudson, .	-	-	-	-	-	-	-	-	-	-	-
Lexington, .	-	-	-	-	2	30	-	-	-	-	-
Lincoln, .	588 08	-	-	-	-	-	-	-	-	-	-
Littleton, .	917 44	-	-	-	-	-	-	-	-	-	-
Lowell, .	-	-	2	200	10	4,995	14,000 00	1,250 00	115,000 00	3,000 00	-

SCHOOL RETURNS.

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[illegible]

NANTUCKET COUNTY.

TOWNS AND CITIES.	SCHOOL CENSUS DATA SEPT. 1, 1901.		SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.									
	Population — U. S. Census of 1900.	Valuation — May 1, 1901.	No. of public schools.	No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pu- pils within the year under 5 years of age.	No. of different pu- pils within the year over 15 years of age.	No. of different pu- pils within the year between 7 and 14 years of age.	Average member- ship of all the schools.	Average attendance of all the schools.	Percentage of at- tendance based on average member- ship.	
Nantucket, . . .	3,006	\$3,396,003	11	391	281	5	60	240	370	340	.92	

NORFOLK COUNTY.

Avon, . . .	1,741	307	215	8	352	21	215	318	286	.90
Bellingham, . . .	1,682	293	206	8	317	9	217	242	230	.95
Braintree, . . .	5,981	1,023	738	32	1,299	148	903	1,169	1,046	.90
Brookline, . . .	19,935	3,060	2,200	84	3,635	450	2,263	3,084	2,772	.90
Canton, . . .	4,584	788	618	18	703	63	443	582	536	.92
Cohasset, . . .	2,759	402	262	12	484	55	305	411	369	.90
Dedham, . . .	7,457	1,266	903	39	1,526	188	871	1,395	1,289	.92
Dover, . . .	656	137	90	5	124	4	83	100	93	.93
Foxborough, . . .	3,286	479	392	16	598	65	446	500	460	.92
Franklin, . . .	5,017	887	616	16	784	102	489	671	625	.90
Holbrook, . . .	2,229	425	302	12	439	33	284	402	370	.92
Hyde Park, . . .	13,244	2,301	1,766	46	2,029	247	1,179	1,675	1,566	.93
Medfield, . . .	2,926	239	167	8	253	19	150	235	216	.92
Medway, . . .	2,761	434	312	13	555	56	338	452	415	.92
Millis, . . .	1,053	235	188	6	255	22	192	218	194	.89
Milton, . . .	6,578	1,218	866	48	1,384	141	782	1,253	1,143	.91
Needham, . . .	4,016	678	509	21	748	73	487	678	616	.91
Norfolk, . . .	980	136	110	5	154	12	102	133	120	.90

Norwood,	.	.	.	.	.	5,480	4,642,900	33	1,249	899	1,306	-	88	861	1,189	1,027	.86
Quincy, .	.	.	.	.	.	23,899	21,388,350	120	5,281	4,105	5,210	46	344	3,670	4,848	4,670	.96
Randolph,	.	.	.	.	.	3,993	1,941,100	17	635	445	757	-	64	483	665	596	.90
Sharon, .	.	.	.	.	.	2,060	1,935,800	10	347	240	320	-	16	230	270	241	.89
Stoughton,	.	.	.	.	.	5,442	2,999,124	19	962	675	762	4	70	571	702	659	.94
Walpole,	.	.	.	.	.	3,572	2,827,873	17	595	420	634	2	68	384	596	533	.89
Wellesley,	.	.	.	.	.	5,072	9,280,350	23	652	453	774	21	108	479	712	650	.91
Westwood,	.	.	.	.	.	1,112	1,566,204	6	187	128	186	-	3	127	155	146	.94
Weymouth,	.	.	.	.	.	11,324	6,802,773	49	1,852	1,395	2,282	55	94	1,316	2,021	1,893	.94
Wrentham,	.	.	.	.	.	2,720	1,531,382	14	411	380	556	7	73	353	441	406	.92
Totals,	.	.	.	.	.	151,539	\$211,140,561	705	26,479	19,600	28,426	876	2,636	18,223	25,117	23,167	.92

NANTUCKET COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.								LENGTH OF SCHOOLING.		HIGH SCHOOLS.				
	No. of teachers re-quired by the pub-lic schools.	No. of different male teachers employed during the school year.	No. of different fe-male teachers em-ployed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended nor-mal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	A'ge No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.	
Nantucket, . .	14	1	13	2	2	\$120 00	\$33 27	110	10	1	4	81	10	\$1,200 00	

NORFOLK COUNTY — CONTINUED.

Avon, . .	9	1	9	5	6	\$100 00	\$36 17	1	9	2	43	\$925 00	1	9	43	\$925 00
Bellingham, . .	8	-	9	2	4	-	40 00	-	9	-	-	-	-	-	-	-
Braintree, . .	39	4	41	21	21	76 25	49 51	4	9-8	5	136	1,200 00	1	9-12	136	1,200 00
Brookline, . .	129	14	115	42	50	177 50	71 86	14	9-18	19	370	3,500 00	1	9-18	370	3,500 00
Canton, . .	23	3	21	7	7	115 00	49 20	3	10	3	86	1,500 00	1	10	86	1,500 00
Cohasset, . .	15	2	13	4	7	115 00	47 69	2	10	3	83	1,700 00	1	10	83	1,700 00
Dedham, . .	42	6	42	20	22	125 62	56 08	6	9-6	7	191	2,000 00	1	9-11	191	2,000 00
Dover, . .	5	-	6	1	3	-	40 64	-	9	1	23	418 00	1	9-4	23	418 00
Foxborough, . .	18	3	21	8	13	98 50	45 85	3	9-1	3	63	1,320 00	1	9-10	63	1,320 00
Franklin, . .	23	5	19	8	15	50 41	41 34	5	9-8	7	95	700 00	1	9-17	95	700 00
Holbrook, . .	13	1	13	4	6	120 00	38 54	1	9-9	2	67	1,200 00	1	9-17	67	1,200 00
Hyde Park, . .	48	7	41	7	12	136 66	57 84	7	10	9	275	2,000 00	1	10	275	2,000 00
Medfield, . .	8	1	7	8	7	100 00	49 46	1	9-8	1	18	1,000 00	1	10	18	1,000 00
Medway, . .	15	3	13	5	6	66 89	32 53	3	9-1	2	54	1,000 00	1	10	54	1,000 00
Mills, . .	7	1	6	4	5	90 40	37 86	1	8-10	2	10	800 00	1	8-17	10	800 00
Milton, . .	53	5	49	22	25	179 83	73 41	5	8-15	9	155	2,100 00	1	8-1	155	2,100 00
Needham, . .	23	2	24	7	9	98 00	49 33	2	9-11	3	89	1,200 00	1	9-18	89	1,200 00
Norfolk, . .	5	1	5	-	2	40 00	42 00	1	9	1	28	504 00	1	9	28	504 00

Norwood,	.	34	3	38	23	29	107 50	49 75	321	9-15	1	4	86	9-16	1,400 00
Quincy, .	.	131	15	121	42	51	121 66	51 72	1,240	9-10	1	15	529	9-10	2,200 00
Randolph,	.	19	3	16	4	5	119 29	44 03	155-16	9-3	1	3	113	9	1,400 00
Sharon, .	.	10	1	9	4	5	105 00	43 66	97-11	9-15	1	1	19	9-14	1,050 00
Stoughton,	.	26	1	27	7	7	150 00	41 00	163	9	1	3	73	10	1,500 00
Walpole,	.	21	1	20	5	8	130 00	47 68	170	10	1	4	82	10	1,300 00
Wellesley,	.	24	1	23	15	15	210 00	55 94	183-18	9-18	1	5	109	10	2,100 00
Westwood,	.	6	-	7	4	4	-	55 00	57-3	9-10	-	-	-	-	-
Weymouth,	.	56	7	58	9	12	90 70	49 80	458	9-11	1	8	223	9-8	1,400 00
Wrentham,	.	16	6	11	3	4	56 00	39 70	134	9-11	2	4	91	{ 10 10	1,000 00 800 00
Totals,	.	826	97	784	291	360	\$117 94	\$53 75	6,729-7	9-10	27	126	3,116	9-13	\$37,217 00

NANTUCKET COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.						Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such support diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and transient service.	Superintendent of schools.	Text-books and school supplies.			
Nantucket, . . .	\$5,782 65	-	\$731 41	\$100 00	-	\$574 14	\$603 17	-	\$7,791 37

NORFOLK COUNTY — CONTINUED.

Avon, . . .	\$3,682 00	-	\$893 90	\$114 60	\$200 00	\$436 37	\$155 49	\$5,482 36	\$5,099 36
Bellingham, . . .	3,299 15	\$663 50	851 17	-	566 70	266 90	392 92	6,040 34	4,696 24
Braintree, . . .	18,965 82	1,035 00	3,859 11	40 50	1,400 00	2,263 04	848 00	28,411 47	27,858 67
Brookline, . . .	108,802 72	820 95	19,668 78	2,769 92	3,999 96	7,437 67	15,884 25	159,384 25	159,384 25
Canton, . . .	12,314 00	107 00	2,372 85	-	1,000 00	1,630 23	60 73	17,384 81	17,249 81
Cohasset, . . .	8,947 20	1,952 20	1,834 28	-	700 00	648 00	222 26	14,303 94	14,223 54
Dedham, . . .	29,520 42	104 05	4,940 53	100 00	2,100 00	2,440 41	2,599 09	41,804 50	40,474 38
Dover, . . .	1,771 23	447 25	261 72	30 10	300 00	323 91	88 56	3,222 77	1,937 63
Foxborough, . . .	8,156 62	334 45	1,922 28	187 00	900 00	1,276 61	433 12	13,209 08	11,835 30
Franklin, . . .	9,573 48	1,856 35	2,080 98	8 50	822 50	1,709 07	251 81	16,302 69	16,029 94
Holbrook, . . .	5,757 89	-	1,207 91	140 00	250 01	533 09	533 66	8,422 56	7,980 01
Hyde Park, . . .	31,367 37	-	5,247 67	350 00	2,500 00	3,870 10	2,200 78	45,535 92	45,535 92
Medfield, . . .	4,149 80	183 24	998 90	70 00	600 00	334 56	211 70	6,548 20	5,237 52
Nedway, . . .	5,608 50	849 50	824 75	150 75	676 00	1,048 11	364 69	9,522 30	7,517 86
Mills, . . .	2,851 60	369 60	742 46	68 00	100 00	278 79	147 89	4,558 34	3,854 50
Milton, . . .	39,826 97	1,925 00	8,108 11	-	2,362 50	2,630 17	2,232 05	57,084 80	57,084 80
Needham, . . .	12,066 25	-	3,079 19	102 75	800 00	1,049 77	337 69	17,435 65	17,435 65
Norfolk, . . .	1,887 00	790 19	483 14	64 00	-	215 86	9 00	3,449 19	2,711 11

Norwood,	19,737 29	500 00	3,751 82	100 00	1,500 00	2,057 61	2,006 64	29,653 36	-	29,653 36
Quincy,	78,664 98	840 60	13,684 55	700 00	2,300 00	8,946 04	3,099 91	108,236 08	39 45	108,196 63
Randolph,	10,083 84	97 50	1,009 43	365 00	300 00	833 00	835 24	13,534 01	749 56	12,784 45
Sharon,	5,576 00	-	1,403 16	35 00	330 00	803 38	45 90	8,193 44	796 99	7,396 45
Stoughton,	10,340 15	-	2,260 71	364 79	660 00	1,455 51	1,178 91	16,260 07	878 67	15,381 40
Walpole,	10,896 45	1,063 33	2,457 05	-	1,170 00	1,277 81	434 09	17,287 73	1,866 59	15,931 14
Wellesley,	19,025 50	-	4,237 40	21 50	1,500 00	2,668 62	1,679 48	29,132 50	19 00	29,113 50
Westwood,	4,183 55	420 25	613 20	157 00	-	343 51	170 87	5,888 38	671 47	5,216 91
Weymouth,	31,113 40	1,680 00	6,396 73	389 00	1,400 00	3,495 53	657 02	45,131 68	38 00	45,093 68
Wrentham,	7,937 50	628 00	1,980 60	162 75	900 00	660 84	471 49	12,741 18	1,706 52	11,034 66
Totals,	\$506,115 63	\$16,657 96	\$97,172 38	\$6,491 16	\$29,337 67	\$50,833 51	\$37,553 24	\$744,161 60	\$18,212 93	\$725,948 67

NANTUCKET COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and repairs.	Ordinary repairs.					Principal.	Income.	
Nantucket, . .	-	\$159 09	\$236 60	\$395 69	-	\$395 69	\$8,187 06	-	-	\$267 70

NORFOLK COUNTY — CONTINUED.

Avon, . .	\$180 80	\$826 91	-	\$1,007 71	-	\$1,007 71	\$6,107 07	-	-	\$192 80
Bellingham, . .	97 39	-	\$13,225 56	13,322 95	-	13,322 95	18,019 19	-	-	420 25
Braintree, . .	1,823 93	353 27	351 20	2,528 40	-	2,528 40	30,387 07	\$5,000 00	\$350 00	701 00
Brookline, . .	4,616 47	2,907 15	89,344 93	96,868 55	-	96,868 55	256,252 80	-	-	-
Canton, . .	637 34	-	-	637 34	-	637 34	17,887 15	-	-	571 12
Cohasset, . .	613 10	-	3,000 00	3,613 10	-	3,613 10	17,836 64	1,000 00	40 40	339 56
Dedham, . .	2,119 34	-	69,000 00	71,119 34	-	71,119 34	111,593 72	-	-	-
Dover, . .	41 99	1,294 44	-	1,336 43	-	1,336 43	3,274 06	-	-	181 30
Foxborough, . .	344 76	211 65	17,053 75	17,610 16	\$17,053 75	556 41	12,391 71	-	-	502 66
Franklin, . .	515 82	2,060 62	-	2,576 44	-	2,576 44	18,606 38	-	-	580 45
Holbrook, . .	-	1,432 46	-	1,432 46	-	1,432 46	9,412 47	-	-	-
Hyde Park, . .	-	3,408 47	29,982 73	34,483 08	-	34,483 08	80,019 00	-	-	-
Medfield, . .	1,091 88	-	-	568 97	-	568 97	5,806 49	3,460 00	141 60	-
Medway, . .	302 32	-	-	302 32	-	302 32	7,820 18	-	-	-
Millis, . .	145 18	-	-	145 18	-	145 18	3,999 68	-	-	-
Milton, . .	2,353 05	498 73	-	2,851 78	-	2,851 78	59,936 58	-	-	-
Needham, . .	712 11	92 25	-	804 36	-	804 36	18,240 01	-	-	155 50
Norfolk, . .	170 30	182 07	-	352 37	-	352 37	3,063 48	-	-	176 50

Norwood,	.	-	2,200 00	-	2,200 00	-	2,200 00	31,853 36	-	40 00	-	-
Quincy,	.	-	-	-	-	-	-	108,196 63	-	620 97	-	-
Randolph,	.	-	-	-	255 25	-	255 25	13,039 70	-	141 60	372 50	-
Sharon,	.	-	-	-	566 66	-	566 66	7,963 11	-	87 84	-	-
Stoughton,	.	-	-	-	673 94	-	673 94	16,065 34	-	-	-	-
Walpole,	.	-	271 22	-	681 38	-	681 38	16,612 52	-	-	321 25	-
Wellesley,	.	-	496 02	-	1,551 41	-	1,551 41	30,664 91	-	-	-	-
Westwood,	.	-	-	-	304 54	-	304 54	5,521 45	-	-	-	-
Weymouth,	.	25,000 00	4,096 11	-	29,096 11	-	29,096 11	74,189 79	-	-	747 54	-
Wrentham,	.	-	836 43	-	1,159 02	-	1,159 02	12,193 68	-	102 08	542 00	-
Totals,	.	\$246,968 17	\$21,166 80	\$19,924 28	\$288,049 25	\$17,053 75	\$270,996 50	\$996,944 17	\$30,508 59	\$1,474 49	\$5,804 43	

BOARD OF EDUCATION.

NANTUCKET COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1902.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN --		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Nantucket,	1	1	1	1	1	1	1	1	\$56,761 00	\$2,500 00

NORFOLK COUNTY — CONCLUDED.

[illegible]

SCHOOL RETURNS.

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[illegible]

PLYMOUTH COUNTY.

TOWNS AND CITIES.	Population — U. S. Census of 1900.	Valuation — May 1, 1901.	No. of public schools.	SCHOOL CENSUS DATA Sept. 1, 1901		SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.							
				No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pu- pils of all ages in the public schools during the school year.	No. of different pu- pils within the year under 5 years of age.	No. of different pu- pils within the year over 15 years of age.	No. of different pu- pils within the year between 7 and 14 years of age.	Average member- ship of all the schools.	Average attendance of all the schools.	Percentage of at- tendance based on average member- ship.	
Abington,	4,489	\$2,431,691	19	746	588	868	5	82	500	760	710	.93	
Bridgewater,	5,806	2,524,731	21	725	485	901	43	86	500	770	706	.92	
Brockton,	40,063	28,680,853	177	7,198	5,223	7,238	-	639	5,223	6,462	6,144	.95	
Carver,	1,104	956,630	10	169	126	192	-	17	107	151	135	.89	
Duxbury,	2,075	1,712,259	11	257	227	304	6	33	177	246	226	.91	
East Bridgewater, Halifax,	3,025	1,529,512	16	497	332	551	6	49	363	490	456	.93	
Hanover,	522	281,397	3	71	51	83	4	6	56	72	65	.90	
Hanson,	2,152	1,311,843	10	316	218	358	6	36	253	315	303	.93	
Hingham,	1,455	699,178	8	210	138	222	5	4	156	193	173	.90	
Hull,	5,059	4,276,227	19	742	514	933	-	136	540	812	764	.94	
Kingston,	1,703	4,029,199	6	193	140	239	3	16	168	153	142	.92	
Lakeville,	1,955	1,374,420	12	335	249	424	9	50	365	374	343	.92	
Marion,	958	575,572	6	160	121	155	3	1	114	132	108	.82	
Marshfield,	902	1,503,160	6	136	112	153	2	7	112	132	122	.92	
Mattapoisett,	1,810	1,512,605	11	248	170	318	7	41	191	263	242	.92	
Middleborough,	1,061	1,576,308	6	144	95	158	1	17	94	147	135	.92	
Norwell,	6,885	3,944,270	34	1,075	781	1,277	-	140	865	1,122	1,038	.93	
Pembroke,	1,560	847,818	10	220	166	267	11	22	174	220	194	.88	
Plymouth,	1,240	640,040	7	181	136	201	4	18	134	161	150	.93	
Plympton,	9,592	8,291,793	38	1,539	1,071	1,612	9	152	1,073	1,489	1,377	.92	
Rochester,	488	334,798	3	52	35	59	2	-	49	44	38	.86	
Rockland,	986	509,920	6	146	118	194	4	5	134	147	127	.86	
Scituate,	5,327	3,204,818	24	951	670	1,094	19	110	711	1,028	931	.91	
Wareham,	2,470	2,746,400	11	398	276	421	3	49	276	390	358	.92	
	3,432	2,587,883	22	571	406	657	4	58	406	534	495	.93	

West Bridgewater,	1,711	1,053,325	9	308	224	308	1	5	214	276	254	.92
Whitman, . . .	6,155	3,687,518	22	1,029	688	1,197	8	108	769	1,109	1,028	.93
Totals, . . .	113,985	\$82,824,168	527	18,619	13,360	20,384	165	1,887	13,724	17,992	16,764	.93

SUFFOLK COUNTY.

Boston, . . .	560,892	\$1,152,505,834	1,737	93,281	61,003	91,796	2,277	8,289	53,232	81,614	72,769	.89
Chelsea, . . .	34,072	23,497,720	109	6,442	4,595	6,301	-	547	3,895	5,448	5,060	.93
Revere, . . .	10,395	10,460,625	56	2,280	1,633	2,716	189	124	2,403	2,079	1,848	.89
Winthrop, . . .	6,058	7,391,380	24	1,059	766	1,157	-	136	724	1,015	922	.92
Totals, . . .	611,417	\$1,193,855,559	1,926	103,062	67,987	101,970	2,466	9,096	60,254	90,156	80,599	.89

BOARD OF EDUCATION.

PLYMOUTH COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.								LENGTH OF SCHOOLING.		HIGH SCHOOLS.				
	No. of teachers re-quired by the pub-lic schools.	No. of different male teachers employed during the school year.	No. of different fe-male teachers em-ployed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended nor-mal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Ave'ge No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.	
Abington,	25	4	21	17	19	\$99 33	\$49 40	173-19	9-3	1	4	69	9-10	\$1,540 00	
Bridgewater,	28	2	27	26	26	170 00	64 46	188-19	8-19	1	5	107	9-13	1,700 00	
Brockton,	181	15	226	85	110	150 71	55 21	1,726	9-15	1	20	567	9-15	2,100 00	
Carver,	11	4	9	1	2	40 00	37 11	87-19	8-6	1	2	20	10	600 00	
Duxbury,	12	2	12	3	3	77 50	37 60	98-15	8-18	1*	2	44	9-16	900 00	
East Bridgewater,	16	1	17	10	11	110 00	42 71	119-14	8-8	1	2	48	9-5	1,100 00	
Halifax,	3	2	2	1	2	43 14	35 25	23-4	7-14	-	-	-	-	-	
Hanover,	12	3	11	2	5	51 97	36 45	92-1	9-2	1	2	51	9-9	799 00	
Hanson,	8	3	9	6	6	-	36 58	71-9	8-9	-	-	-	-	-	
Hingham,	23	3	23	15	18	120 00	47 50	190	10	1	5	133	10	1,600 00	
Hull,	6	2	4	6	6	75 00	48 00	57	9-10	-	-	-	-	-	
Kingston,	12	1	12	5	7	100 00	45 24	109-14	9-4	1	2	72	10	1,000 00	
Lakeville,	6	-	6	2	2	-	33 33	54-10	9-5	-	-	-	-	-	
Marion,	6	-	6	2	2	-	38 33	54	9	1	5	58	9-5	1,800 00	
Marshfield,	12	2	10	4	4	87 52	36 00	99	9	1	2	49	9	800 00	
Mattapoisett,	7	1	8	3	5	63 00	35 33	56-15	9-9	1	1	20	9-14	630 00	
Middleborough,	35	3	32	6	12	101 33	41 90	305	9	1	4	133	10	1,700 00	
Norwell,	11	1	10	1	2	94 73	35 20	87-1	9-4	1	2	38	9-10	900 00	
Pembroke,	7	1	6	1	1	60 00	33 77	61-17	8-17	1	1	37	8-16	555 00	
Plymouth,	44	5	41	13	18	112 00	42 71	362-18	9-11	1	7	144	9-10	1,600 00	
Plympton,	3	1	2	-	1	44 51	38 52	25-11	8-10	-	-	-	-	-	
Rochester,	6	-	7	4	5	-	36 33	53-3	8-17	-	-	-	-	-	
Rockland,	29	5	24	10	10	81 92	46 59	227-13	9-9	1	4	108	9-12	1,365 00	
Scituate,	14	3	13	2	2	77 76	40 00	100	9	1	2	59	10	1,000 00	
Wareham,	22	1	26	12	17	107 50	40 00	171	9-1	1	3	77	10	1,075 00	

West Bridgewater, .	10	-	12	7	8	-	43 96	80-1	8-17	1+	7	27	8-12	700 00
Whitman, .	29	2	29	14	16	104 38	54 20	205-1	9-7	1	4	112	9-12	1,300 00
Totals, . .	578	64	605	258	320	\$102 11	\$48 30	4,882-4	9-5	21	86	1,973	9-11	\$24,764 00

SUFFOLK COUNTY — CONTINUED.

Boston, .	2,104	278	1,859	1,442	1,543	\$212 80	\$68 58	16,675	9-12	12	224	6,519	114-12	\$42,000 00
Chelsea, .	136	8	131	66	68	161 25	62 58	1,035-10	9-10	1	17	437	9-10	2,800 00
Revere, .	55	4	57	23	31	120 00	55 00	550	10	-	-	-	-	-
Winthrop, .	29	2	27	15	16	153 84	56 84	219-12	9-3	1	5	103	9-3	1,500 00
Totals, . .	2,324	292	2,074	1,546	1,658	\$209 71	\$67 67	18,480-2	9-11	14	246	7,059	9-11	\$46,300 00

* Partridge Academy.

† Howard Seminary.

PLYMOUTH COUNTY -- CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such support diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and transient service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Abington, . . .	\$14,098 00	\$515 00	\$2,209 86	\$350 00	\$1,000 00	\$1,479 09	\$825 60	\$20,477 45	\$1,145 78	\$19,331 67
Bridgewater, . . .	20,226 40	919 82	562 92	6 45	1,000 00	1,006 44	436 32	24,148 35	7,883 57	16,264 78
Brockton, . . .	115,742 10	87 50	25,188 49	1,150 00	2,500 00	8,149 81	4,368 53	157,186 43	1,602 14	155,584 29
Carver, . . .	3,721 05	72 00	502 41	194 00	-	598 00	25 00	5,112 46	835 33	4,277 13
Duxbury, . . .	4,148 58	-	419 47	100 20	500 00	394 00	154 82	5,717 07	699 54	5,017 53
East Bridgewater, . . .	7,215 71	476 99	1,095 04	2 50	662 50	689 11	401 36	10,543 21	1,306 60	9,236 61
Halifax, . . .	874 00	406 67	78 33	15 00	100 00	57 25	32 95	1,563 20	507 96	1,055 24
Hanover, . . .	5,079 00	364 25	803 80	135 00	500 00	661 38	306 40	7,839 83	764 75	7,075 08
Hanson, . . .	3,095 50	192 75	232 69	111 22	500 00	272 53	97 98	4,502 72	925 24	3,577 48
Hingham, . . .	13,780 00	1,264 84	3,325 99	75 00	1,200 00	1,193 71	999 93	21,839 47	1,301 24	20,538 23
Hull, . . .	3,606 00	871 00	1,461 21	235 00	200 00	478 84	289 00	7,141 05	141 05	7,000 00
Kingston, . . .	5,710 00	316 85	959 44	-	425 00	533 42	188 97	8,133 68	767 11	7,366 57
Lakeville, . . .	1,813 90	371 90	115 35	66 00	-	68 16	31 00	2,466 31	529 59	1,936 72
Marion, . . .	2,302 50	-	533 90	109 28	600 00	284 57	10 00	3,840 25	517 15	3,323 10
Marshfield, . . .	4,708 28	1,029 50	431 18	249 75	500 00	376 96	327 70	7,623 37	986 76	6,636 61
Mattapoisett, . . .	2,919 00	378 00	853 88	149 00	300 00	199 96	92 19	4,892 03	955 72	3,936 31
Middleborough, . . .	15,365 18	2,035 17	2,633 14	159 50	1,666 65	1,938 98	555 59	24,354 21	-	24,354 21
Norwell, . . .	4,374 16	400 00	452 12	150 00	500 00	405 32	106 93	6,368 63	1,101 95	5,266 58
Pembroke, . . .	2,560 10	128 68	244 57	157 98	250 00	225 09	-	3,566 42	489 71	3,076 71
Plymouth, . . .	23,137 38	641 55	3,453 85	100 00	2,000 00	2,498 45	849 78	32,681 01	18 25	32,662 76
Plympton, . . .	1,206 50	74 00	85 08	-	116 66	116 85	5 00	1,604 09	452 10	1,151 99
Rochester, . . .	2,032 25	63 75	145 73	88 75	-	291 30	10 95	2,632 73	606 49	2,026 24
Rockland, . . .	14,667 10	-	2,862 93	161 75	1,000 00	1,078 16	1,096 85	20,866 79	696 52	20,170 27
Schuette, . . .	5,721 73	1,668 50	1,292 30	161 50	500 00	789 68	115 00	10,238 61	994 12	9,244 49
Wareham, . . .	7,790 62	-	1,443 75	423 75	900 00	984 12	35 40	11,577 64	982 87	10,594 77

West Bridgewater,	4,193 75	457 86	443 20	19 25	500 00	216 76	289 47	6,120 29	983 45	5,186 84
Whitman, . . .	14,872 02	-	3,658 73	274 55	1,000 00	1,499 05	1,457 44	22,761 79	616 00	22,146 79
Totals, . . .	\$304,960 81	\$12,725 58	\$55,479 36	\$4,645 43	\$18,420 81	\$26,476 94	\$13,110 06	\$435,818 99	\$27,740 99	\$408,078 00

SUFFOLK COUNTY — CONTINUED.

Boston, . . .	\$2,301,888 80	\$2,316 31	\$278,429 61	\$60,851 75	\$28,680 00	\$95,172 28	\$69,468 59	\$2,836,807 34	\$78,137 73	\$2,763,669 61
Chelsea, . . .	93,926 78	-	12,169 87	1,866 66	2,600 00	5,113 22	4,563 55	120,240 08	4,467 50	115,772 58
Revere, . . .	35,972 35	-	4,040 00	221 00	1,900 00	5,056 76	2,704 12	49,894 23	-	49,894 23
Winthrop, . . .	19,904 80	-	3,277 23	7 00	-	2,459 74	2,088 90	27,742 67	-	27,742 67
Totals, . . .	\$2,451,692 73	\$2,316 31	\$297,916 71	\$62,946 41	\$33,180 00	\$107,802 00	\$78,830 16	\$3,034,684 32	\$77,605 23	\$2,957,079 09

PLYMOUTH COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxa- tion.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE IN- COME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school- houses.	Alterations and repairs.	Ordinary re- pairs.					Principal.	Income.	
Abington,	-	\$747 43	\$636 79	\$1,384 22	-	\$1,384 22	\$20,715 89	\$6,300 00	\$350 59	\$438 59
Bridgewater,	-	1,000 00	918 15	1,918 15	-	1,918 15	18,182 93	-	-	1,341 14
Brockton,	-	13,000 00	7,200 00	20,200 00	-	20,200 00	175,784 29	-	-	165 87
Carver,	\$592 30	423 01	328 38	1,343 69	-	1,343 69	5,620 82	7,000 00	325 00	298 97
Duxbury,	-	-	300 94	300 94	-	300 94	5,318 47	-	-	315 96
East Bridgewater,	7,201 59	52 48	271 88	7,525 95	-	7,525 95	16,762 56	-	-	-
Halifax,	-	-	17 96	17 96	-	17 96	1,073 20	-	-	206 15
Hanover,	500 00	40 94	171 22	712 16	-	712 16	7,787 24	-	-	81 42
Hanson,	-	-	266 24	266 24	-	266 24	3,843 72	-	-	501 37
Hingham,	-	-	632 51	632 51	-	632 51	21,170 74	1,000 00	40 40	-
Hull,	-	-	494 89	494 89	-	494 89	7,494 89	-	-	153 41
Kingston,	-	-	379 00	379 00	-	379 00	7,745 57	-	-	184 22
Lakeville,	-	46 76	74 09	120 85	-	120 85	2,057 57	-	-	179 42
Marion,	-	150 00	181 00	331 00	-	331 00	3,654 10	-	-	377 80
Marshfield,	-	-	227 89	227 89	-	227 89	6,884 50	-	-	-
Mattapoisett,	-	35 00	198 89	233 89	-	233 89	4,170 20	9,832 00	377 13	-
Middleborough,	-	301 23	839 51	1,140 74	-	1,140 74	25,494 95	-	-	-
Norwell,	-	183 66	444 71	628 37	-	628 37	5,914 95	-	-	294 47
Pembroke,	-	-	283 60	283 60	-	283 60	3,360 31	-	-	103 82
Plymouth,	6,767 09	2,522 86	-	9,289 95	-	9,289 95	41,952 71	365 50	18 25	-
Plympton,	-	-	38 95	38 95	-	38 95	1,190 94	-	-	90 94
Rochester,	-	80 70	-	80 70	-	80 70	2,106 94	6,000 00	349 59	230 81
Rockland,	-	1,284 67	835 51	2,120 18	-	2,120 18	22,290 45	-	-	-
Scituate,	16,074 60	-	352 39	16,426 99	-	16,426 99	25,671 43	-	-	283 84
Wareham,	-	-	515 54	515 54	-	515 54	11,110 31	-	-	523 55

West Bridgewater, .	2,000 00	507 83	179 02	2,686 35	-	2,686 35	7,873 19	-	-	-
Whitman, .	-	2,499 74	370 15	2,869 89	-	2,869 89	25,015 68	-	-	578 96
Totals, . .	\$33,135 58	\$22,875 81	\$16,159 21	\$72,170 60	-	\$72,170 60	\$480,248 60	\$30,497 50	\$1,460 96	\$6,295 71

SUFFOLK COUNTY -- CONTINUED.

Boston, .	\$838,074 64	\$329,590 45	-	\$1,167,665 09	-	\$1,167,665 09	\$3,931,334 70	\$126,875 00	\$5,585 92	\$61,817 58
Chelsea, .	-	-	\$3,665 73	3,665 73	-	3,665 73	119,438 31	-	-	-
Revere, .	26,199 66	-	2,000 00	28,199 66	-	28,199 66	78,093 89	-	-	919 05
Winthrop, .	-	17,000 00	1,108 07	18,108 07	-	18,108 07	45,850 74	-	-	510 10
Totals, . .	\$864,274 30	\$346,590 45	\$6,773 80	\$1,217,638 55	-	\$1,217,638 55	\$4,174,717 64	\$126,875 00	\$5,585 92	\$53,246 73

West Bridgewater,	:	817 44	-	-	-	1	47	-	5,500 00	149,755 56	6,299 83
Whitman,	:	-	-	-	-	-	-	-	-	-	-
Totals,	:	\$13,525 69	-	3	88	4	761	\$490 00	\$10,400 00	\$202,411 15	\$8,819 73

SUFFOLK COUNTY — CONCLUDED.

Boston,	:	-	-	4	476	99	20,148	\$21,087 00	\$382,870 85	\$1,321,461 13	\$59,118 07
Chelsea,	:	-	-	-	-	1	980	-	-	-	-
Revere,	:	-	-	-	-	-	-	-	-	-	-
Winthrop,	:	-	-	-	-	-	-	-	-	-	-
Totals,	:	-	-	4	476	100	21,128	\$21,087 00	\$382,870 85	\$1,321,461 13	\$59,118 07

WORCESTER COUNTY.

TOWNS AND CITIES.	SCHOOL CENSUS DATA SEPT. 1, 1901.		Valuation — May 1, 1901.	No. of public schools.	SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.						
	No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 15 and 14 years of age.			No. of different pu- blic schools during the school year.	No. of different pu- blic schools within the year under 5 years of age.	No. of different pu- blic schools within the year over 15 years of age.	No. of different pu- blic schools within the year between 5 and 14 years of age.	Average member- ship of all the schools.	Average attendance of all the schools.	Percentage of at- tendance based on average member- ship.
Ashburnham,	1,882	375	\$972,230	13	430	3	56	277	381	351	.92
Athol,	7,061	1,086	4,215,315	24	1,133	3	129	804	995	935	.94
Auburn,	1,621	344	650,780	9	328	3	8	214	242	211	.87
Barre,	2,059	350	1,434,980	13	352	1	51	212	319	300	.94
Berlin,	1,003	173	538,485	3	131	1	-	105	115	105	.91
Blackstone,	5,721	1,039	2,665,150	21	1,224	1	34	807	905	828	.91
Bolton,	770	116	486,933	4	118	1	17	80	108	96	.89
Boylston,	1,364	147	430,319	5	165	1	4	94	112	100	.90
Brookfield,	3,062	498	1,378,586	17	545	1	48	385	487	443	.91
Charlton,	1,860	331	931,730	14	355	12	5	239	275	239	.87
Clinton,	13,667	2,478	7,680,991	41	2,244	37	175	1,408	2,013	1,876	.93
Dana,	790	117	314,532	5	134	-	5	87	106	100	.94
Douglas,	2,113	304	1,085,010	10	354	8	21	260	284	240	.84
Dudley,	3,553	660	1,322,248	14	467	8	28	288	381	356	.93
Fitchburg,	31,531	6,111	24,033,489	107	4,281	23	489	2,678	3,817	3,517	.92
Gardner,	10,813	1,928	5,535,725	42	2,091	21	171	1,259	1,861	1,722	.93
Grafton,	4,869	904	2,394,305	23	866	2	60	609	794	721	.91
Hardwick,	3,203	526	1,581,751	14	374	1	17	261	322	304	.95
Harvard,	1,139	151	959,159	6	159	1	1	112	129	125	.97
Holden,	2,464	496	1,287,959	15	606	7	6	399	430	387	.90
Hopedale,	2,087	274	4,015,701	11	346	20	32	193	271	254	.94
Hubbardston,	1,227	204	634,525	8	232	2	16	169	200	182	.91
Lancaster,	2,478	427	3,115,949	12	445	-	47	307	415	377	.91
Leicester,	3,416	579	2,571,135	17	730	23	8	378	588	539	.92
Leominster,	12,392	2,074	7,608,785	46	2,230	12	194	1,431	2,018	1,864	.92
Lunenburg,	1,332	253	924,426	7	230	5	14	155	178	160	.90
Mendon,	911	163	649,560	6	166	1	20	100	146	135	.93

SCHOOL RETURNS.

Millford,	11,376	5,907,396	37	1,741	1,198	1,663	13	177	1,060	1,471	1,391	.96
Millbury,	4,460	2,220,429	20	821	626	919	9	70	606	756	690	.91
New Braintree,	500	402,720	3	78	55	70	2	6	63	62	53	.86
Northborough,	2,164	1,281,611	9	373	260	405	5	42	282	370	326	.88
Northbridge,	7,036	3,678,507	29	1,220	930	1,353	-	90	920	1,187	1,112	.94
North Brookfield,	4,687	1,838,052	19	890	547	701	4	91	415	634	592	.93
Oakham,	588	321,739	5	88	59	101	1	10	68	81	76	.93
Oxford,	2,677	1,454,198	13	512	354	540	7	26	378	438	392	.90
Paxton,	459	301,652	3	70	47	75	-	3	50	63	55	.88
Petersham,	853	647,374	6	109	88	119	1	5	113	107	97	.91
Phillipston,	441	317,235	3	77	64	69	2	3	50	65	47	.86
Princeton,	975	849,227	8	133	96	142	2	23	96	131	119	.91
Royalston,	958	493,950	9	162	127	168	2	5	127	156	137	.88
Rutland,	1,834	646,309	7	234	158	258	-	22	162	200	170	.85
Shrewsbury,	1,626	1,240,066	10	257	189	282	3	31	192	245	217	.89
Southborough,	1,921	1,469,133	8	284	203	320	2	40	205	280	258	.89
Southbridge,	10,025	4,209,590	29	2,098	1,481	1,172	34	73	703	931	849	.91
Spencer,	7,627	3,445,950	34	1,460	1,039	1,264	42	166	760	1,060	997	.94
Sterling,	1,420	885,450	11	213	143	235	4	27	143	215	197	.92
Sturbridge,	2,058	962,812	12	369	285	378	2	14	297	330	304	.92
Sutton,	3,328	1,215,789	17	579	467	526	10	17	450	450	394	.88
Templeton,	3,489	1,347,072	18	653	460	642	16	61	430	553	497	.90
Upton,	1,937	1,243,522	8	301	209	327	3	47	212	310	281	.91
Uxbridge,	3,599	2,434,860	18	627	476	731	-	39	437	617	563	.91
Warren,	4,417	1,770,499	22	775	532	909	9	64	623	812	751	.92
Webster,	8,804	5,703,135	20	1,651	1,197	812	10	55	625	657	629	.95
Westborough,	5,400	3,013,883	15	643	446	755	5	89	471	697	649	.93
West Boylston,	2,314	834,604	12	301	204	484	6	40	309	344	315	.91
West Brookfield,	1,448	787,987	7	204	152	222	5	10	152	190	176	.92
Westminster,	1,327	748,820	11	214	150	231	3	26	138	197	178	.90
Winchendon,	5,001	2,754,007	22	970	662	1,020	2	94	694	847	762	.90
Worcester,	118,421	114,278,135	470	20,754	14,936	21,566	681	1,928	13,751	18,533	16,833	.91
Totals,	346,958	\$248,015,471	1,422	60,959	43,737	59,095	1,076	5,035	38,293	50,881	46,574	.92

WORCESTER COUNTY — CONTINUED.

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BOARD OF EDUCATION.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.								LENGTH OF SCHOOLING.		HIGH SCHOOLS.				
	No. of teachers re-quired by the pub-lic schools.	No. of different male teachers employed during the school year.	No. of different fe-male teachers em-ployed during the school year.	No. of teachers that have graduated (from normal schools.	No. of teachers that have attended nor-mal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Ave No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.	
Ashburnham,	13	1	15	4	4	\$158 00	\$34 00	105-15	8	1*	15	71	9-10	\$1,500 00	
Athol,	29	3	34	10	11	120 00	44 23	217-13	9-1	1	5	127	9-18	1,800 00	
Auburn,	9	-	9	2	3	-	39 62	76-15	8-10	-	-	-	-	-	
Barre,	13	2	17	12	16	85 00	37 88	114-8	9-2	1	3	49	10	1,200 00	
Berlin,	4	-	6	1	1	-	35 70	25-8	8-9	-	-	-	-	-	
Blackstone,	27	1	28	1	1	115 00	52 50	230	10	1	3	59	10	1,150 00	
Bolton,	4	-	6	2	3	-	41 50	35-16	8-19	1	1	25	9-14	500 00	
Boylston,	5	-	5	-	2	-	38 40	45	9	-	-	-	-	-	
Brookfield,	20	2	24	4	6	79 00	37 30	153-14	9	1	2	31	10	1,100 00	
Charlton,	14	-	20	1	2	-	33 44	113	8-1	-	-	-	-	-	
Clinton,	51	3	48	7	17	130 00	46 00	394-15	9-12	1	6	193	9-10	1,600 00	
Dana,	4	2	4	1	1	40 00	34 00	45	9	-	-	-	-	-	
Douglas,	10	1	9	2	4	90 00	35 66	87-7	8-14	1	1	26	10	900 00	
Dudley,	17	3	16	7	10	94 66	35 59	127	9-1	1+	3	35	10	1,500 00	
Fitchburg,	128	13	122	46	61	132 00	52 00	1,016	9-10	1	25	561	9-10	2,400 00	
Gardner,	46	4	51	21	21	102 50	43 96	360-19	8-15	1	9	198	9-13	1,700 00	
Grafton,	25	1	28	12	13	126 31	43 03	198-1	8-12	1	3	87	8-17	1,200 00	
Hardwick,	14	1	17	8	11	80 00	36 92	118	9-1	1	2	18	10	800 00	
Harvard,	6	-	6	3	3	-	40 00	53-9	8-18	-	-	-	-	-	
Holden,	15	1	22	9	10	48 00	38 00	134-15	8-15	1	2	45	9-15	1,000 00	
Hopedale,	13	1	12	9	10	110 00	58 00	101	9-4	1	2	24	10	1,100 00	
Hubbardston,	8	2	9	3	4	45 00	35 00	67-6	8-8	1	1	13	8-10	510 00	
Lancaster,	16	1	15	6	8	65 00	60 28	114-10	9-11	1	3	74	10	1,000 00	
Leicester,	20	2	21	6	10	53 20	41 44	148-15	8-15	1+	3	49	9-14	1,400 00	
Leominster,	59	6	58	20	26	105 00	44 53	430	9-5	1	8	194	9-16	2,000 00	
Lunenburg,	8	2	7	6	7	47 00	38 00	61	8-15	1	2	32	10	560 00	
Mendon,	6	1	6	1	4	50 00	38 80	55	9-3	1	1	23	10	500 00	

SCHOOL RETURNS.

Milford, . . .	43	4	40	14	21	105 00	47 86	309-6	8-8	1	5	136	10	1,500 00
Millbury, . . .	23	3	26	12	17	90 66	38 60	181	9-1	1	3	115	10	1,400 00
New Braintree, . . .	3	-	6	1	3	-	37 83	25-2	8-2	-	-	-	-	-
Northborough, . . .	12	1	13	6	9	105 28	38 10	79-2	8-16	1	2	47	9-9	1,000 00
Northbridge, . . .	35	1	38	19	19	160 00	46 30	275-16	9-10	1	4	73	10	1,500 00
North Brookfield, . . .	21	1	27	2	2	127 00	40 98	156	9-3	1	3	95	10	1,270 00
Oakham, . . .	5	-	8	3	4	-	35 20	40	8	-	-	-	-	-
Oxford, . . .	14	4	14	7	10	69 33	34 33	118	9-2	1	2	66	10	1,000 00
Paxton, . . .	3	-	5	3	3	-	39 33	25-1	8-7	-	-	-	-	-
Petersham, . . .	6	-	7	4	7	-	36 68	57	9-10	-	-	-	-	-
Phillipston, . . .	3	-	3	1	2	-	39 52	26-3	8-14	-	-	-	-	-
Princeton, . . .	9	-	12	5	8	-	31 71	66	8-4	1	2	20	9	600 00
Royalston, . . .	9	-	14	8	13	-	32 88	64	8	-	-	-	-	-
Rutland, . . .	7	1	8	2	3	62 00	37 50	57-5	8-5	1	2	27	8-5	511 50
Shrewsbury, . . .	11	-	11	3	5	-	40 00	88-5	8-16	1	2	45	9-9	760 00
Southborough, . . .	11	1	10	4	5	126 32	43 33	71-2	8-17	1	3	41	9-9	1,200 00
Southbridge, . . .	34	2	38	9	12	110 00	42 45	238-1	9-11	1	4	80	9-11	1,500 00
Spencer, . . .	40	3	40	8	15	72 67	43 11	316-17	8-6	1	5	122	9-14	1,300 00
Sterling, . . .	11	1	16	2	4	81 05	32 00	91-10	8-6	1	2	51	9-10	800 00
Sturbridge, . . .	13	-	13	1	1	-	35 24	99-12	8-6	-	-	-	-	-
Sutton, . . .	17	-	19	5	6	-	34 06	154	9-1	1	1	17	10	649 93
Templeton, . . .	19	1	19	2	3	80 00	35 22	155-11	8-13	2	3	69	{ 10	800 00
Upton, . . .	10	1	12	10	10	111 11	38 58	69-4	8-12	1	3	68	{ 10	500 00
Uxbridge, . . .	21	2	21	3	3	120 00	39 10	153	8-10	1	2	58	9	1,000 00
Warren, . . .	24	5	25	13	14	76 50	38 50	197	8-19	1	3	71	10	1,200 00
Webster, . . .	25	5	22	8	12	90 00	45 75	200	10	1	3	82	9-17	1,200 00
Westborough, . . .	20	1	19	7	9	120 00	45 42	131-14	8-16	1	4	89	9-15	1,200 00
West Boylston, . . .	14	1	15	3	11	118 91	45 09	97-9	8-16	1	3	38	9-5	1,100 00
West Brookfield, . . .	7	-	12	5	8	-	37 89	63	9	-	-	-	-	-
Westminster, . . .	11	-	13	4	4	-	32 72	80	8	1	1	31	9	540 00
Winchendon, . . .	27	3	27	9	10	182 70	43 59	198-3	9	1	6	117	10	2,500 00
Worcester, . . .	569	62	546	413	440	140 90	55 78	4,700	10	2	67	1,953	{ 10	3,000 00
Totals, . . .	1,661	156	1,712	800	982	\$116 51	\$46 71	13,214-8	9-5	47	235	5,445	9-13	\$58,251 43

† Leicester Academy.

† Nichols Academy.

* In Cushing Academy.

WORCESTER COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and truant services.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Ashburnham,	\$4,757 50	\$103 50	\$374 85	\$168 00	\$1,873 30	\$550 80	\$134 25	\$6,078 90	\$328 18	\$5,750 72
Athol,	13,448 29	872 20	2,931 43	30 00	-	1,244 81	776 61	21,176 64	-	21,176 64
Auburn,	4,193 60	6 05	456 21	145 00	-	194 25	30 00	5,025 11	385 75	4,639 36
Barre,	6,228 75	958 23	1,508 52	69 65	573 48	629 68	340 90	10,309 21	1,690 39	8,618 82
Berlin,	2,116 60	394 30	173 40	73 00	227 28	190 70	75 00	3,250 28	1,619 37	1,630 91
Blackstone,	11,651 50	272 50	-	80 00	900 00	880 00	150 00	13,934 00	688 08	13,245 92
Bolton,	1,749 00	1,251 00	207 98	45 00	327 86	176 37	31 00	3,788 21	1,817 80	1,970 41
Boylston,	1,906 00	238 00	185 95	60 00	273 20	211 86	25 51	2,900 52	1,064 16	1,836 36
Brookfield,	7,600 00	86 85	1,448 61	170 00	760 00	622 54	117 92	10,795 92	1,401 48	9,394 44
Charlton,	3,527 90	129 00	535 91	222 10	-	140 76	20 00	4,575 67	831 75	3,743 92
Clinton,	27,359 64	-	6,864 37	300 00	1,800 00	3,560 87	1,946 20	41,831 08	-	41,831 08
Dana,	1,700 00	-	116 16	100 50	-	232 66	5 00	2,154 32	1,018 73	1,135 59
Douglas,	3,518 00	639 00	977 38	172 00	270 00	291 81	76 58	5,944 77	694 56	5,250 21
Dudley,	5,979 75	94 50	732 45	95 00	480 00	771 61	185 39	8,338 70	1,210 44	7,128 26
Fitchburg,	83,041 36	1,022 00	15,290 25	1,510 00	2,700 00	5,996 12	5,065 82	114,625 55	669 00	113,956 55
Gardner,	23,835 20	880 00	5,981 70	66 78	2,050 00	2,689 14	1,762 92	37,263 74	297 00	36,966 74
Grafton,	11,284 00	2,249 00	3,299 92	255 13	1,243 75	1,214 04	95 75	19,641 59	1,767 94	17,873 65
Hardwick,	6,146 00	1,238 65	764 50	7 50	617 64	660 72	63 94	9,498 95	1,242 78	8,256 17
Harvard,	2,578 20	788 42	293 15	105 00	491 78	290 86	130 35	4,677 76	768 51	3,919 25
Holden,	6,666 80	283 00	1,611 28	80 00	750 00	607 70	81 40	10,080 18	1,644 44	8,435 74
Hopedale,	8,035 35	430 00	2,524 69	-	566 70	780 80	526 80	12,863 84	-	12,863 84
Hubbardston,	2,841 25	590 20	309 06	102 92	300 00	291 23	-	4,434 66	935 91	3,498 75
Lancaster,	7,426 50	779 35	818 14	324 75	-	986 66	196 98	10,482 38	-	10,482 38
Lekester,	10,455 66	1,146 65	2,267 44	312 85	-	441 03	68 35	14,691 98	722 25	13,969 73
Leominster,	28,302 03	1,595 50	8,569 97	731 10	2,000 00	3,919 70	1,041 98	46,160 28	584 80	45,575 48
Lunenburg,	2,872 60	153 00	540 35	120 86	533 28	363 78	35 00	4,618 87	845 26	3,773 61
Mendon,	2,034 50	324 00	332 80	10 00	566 70	264 41	113 51	3,645 92	1,189 75	2,456 17

SCHOOL RETURNS.

Millford,	21,425 62	202 50	3,894 75	90 00	1,700 00	2,602 53	2,818 27	32,733 57	-	32,733 57
Millbury,	10,137 00	129 50	2,255 90	158 25	720 00	1,283 11	1,076 39	15,740 15	764 97	14,975 18
New Braintree,	1,204 00	416 00	203 45	27 00	458 75	99 30	43 61	2,452 11	1,293 08	1,159 03
Northborough,	5,038 86	932 80	1,164 70	100 00	409 06	659 45	672 82	8,977 21	1,428 34	7,548 87
Northbridge,	17,381 06	334 10	3,307 77	31 31	600 00	1,564 32	551 48	23,760 04	-	23,760 04
North Brookfield,	8,817 00	1,187 25	1,478 69	169 00	750 00	1,116 52	154 80	13,673 16	1,263 08	12,410 08
Oakham,	1,425 00	85 00	143 25	82 01	300 00	109 09	132 78	2,277 13	1,512 08	765 05
Oxford,	5,934 20	68 50	1,378 71	178 00	400 01	731 49	527 35	9,278 26	950 58	8,327 68
Paxton,	1,401 18	375 70	319 96	-	150 00	71 27	75 81	2,393 92	1,156 42	1,237 50
Petersham,	1,787 50	846 07	171 75	61 00	412 78	185 12	87 79	3,552 01	1,019 07	2,532 94
Phillipston,	1,116 00	431 20	66 45	47 00	131 25	170 91	7 00	1,969 81	770 30	1,199 51
Princeton,	2,663 18	352 25	313 94	80 00	300 00	172 51	7 50	3,889 28	250 00	3,639 28
Royalston,	2,122 00	298 96	186 83	87 13	300 00	276 25	65 90	3,337 07	1,427 87	1,909 20
Rutland,	2,417 50	799 80	683 29	60 00	325 00	254 97	49 94	4,590 50	910 99	3,679 51
Shrewsbury,	4,542 47	339 00	687 02	170 00	454 56	384 32	171 15	6,748 52	1,196 24	5,552 28
Southborough,	5,006 54	1,346 00	1,401 97	150 00	410 24	591 17	525 75	9,431 67	848 43	8,583 24
Southbridge,	16,167 95	196 50	3,658 37	206 50	1,500 00	1,431 38	1,074 72	24,235 42	316 36	23,919 06
Spencer,	17,171 50	437 00	4,821 88	37 50	1,470 00	1,699 09	441 10	26,078 07	126 53	25,951 54
Sterling,	4,222 37	316 75	355 99	98 03	600 00	403 79	19 84	6,016 77	1,986 19	4,030 58
Sturbridge,	3,731 91	1,061 25	493 31	51 40	625 00	375 00	580 29	6,918 16	1,243 73	5,674 43
Sutton,	5,142 66	258 00	683 61	33 34	-	689 61	-	6,807 22	641 18	6,166 04
Templeton,	6,287 85	800 00	1,676 20	104 11	750 00	749 07	43 00	10,410 23	1,536 33	8,873 90
Upton,	4,269 00	736 25	1,091 56	48 18	414 58	517 58	100 11	7,177 26	1,100 03	6,077 18
Uxbridge,	8,360 25	306 40	2,031 74	15 00	555 00	838 26	104 23	12,209 88	278 59	11,931 29
Warren,	11,008 65	968 20	2,257 34	59 50	1,200 00	1,428 03	1,062 91	17,984 63	2,419 19	15,565 44
Webster,	13,117 95	50 00	2,409 63	200 00	800 00	926 74	692 08	18,196 40	-	18,196 40
Westborough,	9,372 90	1,829 82	1,713 55	35 10	600 00	916 42	549 01	15,016 80	294 99	14,717 81
West Boylston,	5,397 90	272 00	810 25	163 25	800 04	456 77	155 89	8,056 10	375 00	7,681 10
West Brookfield,	2,909 00	954 35	456 65	8 50	450 00	276 83	162 31	5,217 64	920 00	4,297 64
Westminster,	3,080 00	556 35	428 44	66 25	600 00	294 56	405 44	5,431 04	1,522 34	3,908 70
Winchendon,	14,977 79	331 02	3,428 96	324 60	1,069 23	1,668 19	1,026 25	22,826 04	9,907 66	12,918 38
Worcester,	402,816 92	450 00	81,834 43	6,571 08	4,000 00	31,302 14	4,380 96	531,355 52	4,037 65	527,317 87
Totals,	\$911,768 99	\$34,192 42	\$184,926 71	\$14,860 18	\$42,550 49	\$82,370 70	\$30,863 13	\$1,301,532 62	\$64,909 60	\$1,236,623 02

WORCESTER COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxa- tion.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE IN- COME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school- houses.	Alterations and perma- nent repairs.	Ordinary re- pairs.					Principal.	Income.	
Asburnham, .	-	-	\$272 88	\$272 88	\$272 88	\$3,003 51	\$5,750 72	-	-	-
Athol, .	-	\$2,787 82	215 69	3,003 51	-	95 41	24,180 15	-	-	\$260 84
Auburn, .	-	-	95 41	95 41	-	589 45	4,734 77	-	-	327 30
Barre, .	-	351 77	237 68	589 45	-	75 99	9,208 27	-	\$70 59	75 71
Berlin, .	-	-	75 99	75 99	-	923 20	1,706 90	\$1,500 00	-	-
Blackstone, .	-	-	923 20	923 20	-	17 28	14,169 12	-	-	-
Bolton, .	-	-	17 28	17 28	-	71 66	1,987 69	12,000 00	463 50	-
Boylston, .	-	-	71 66	71 66	-	570 93	1,908 02	-	-	-
Brookfield, .	-	109 75	461 18	570 93	-	369 62	9,965 37	-	-	377 69
Charlton, .	-	290 09	79 53	369 62	-	1,664 56	4,113 64	3,035 00	111 40	444 15
Clinton, .	-	-	1,664 56	1,664 56	-	38 04	43,495 64	-	-	-
Dana, .	-	-	38 04	38 04	-	109 58	1,173 63	-	-	135 59
Douglas, .	-	-	109 58	109 58	-	786 86	5,359 79	941 33	56 48	-
Dudley, .	-	-	786 86	786 86	-	27,379 81	7,915 12	-	-	265 82
Fitchburg, .	\$20,286 51	3,632 75	3,460 55	27,379 81	-	24,866 22	141,326 36	-	-	-
Gardner, .	23,499 83	-	1,366 39	24,866 22	-	1,457 22	61,834 96	-	-	-
Grafton, .	-	665 09	792 13	1,457 22	-	2,666 87	19,330 87	1,000 00	50 00	-
Hardwick, .	2,024 71	-	642 16	2,666 87	-	285 05	10,923 04	400 00	16 00	1,746 91
Harvard, .	-	-	285 05	285 05	-	467 26	4,204 30	-	-	-
Holden, .	-	-	467 26	467 26	-	726 66	8,903 00	3,666 66	202 00	300 16
Hopedale, .	-	-	726 66	726 66	-	230 89	13,590 50	-	-	-
Hubbardston, .	-	-	230 89	230 89	-	501 05	3,729 64	1,200 00	72 00	-
Lancaster, .	-	-	501 05	501 05	-	384 48	10,983 43	-	-	-
Leicester, .	-	-	384 48	384 48	-	14,894 20	14,354 21	-	-	392 09
Leominster, .	12,170 90	996 24	1,727 06	14,894 20	-	196 50	60,469 68	13,000 00	570 00	-
Lunenburg, .	-	-	196 50	196 50	-	170 36	3,970 11	-	-	-
Mendon, .	163 03	-	7 33	170 36	-	-	2,626 53	-	-	185 52

SCHOOL RETURNS.

Milford,	66,000 00	-	1,844 06	67,344 06	100,077 62	-	-	-	-
Millbury,	-	-	992 86	992 86	15,968 04	-	-	-	-
New Braintree,	-	-	13 25	13 25	1,172 28	-	-	-	-
Northborough,	250 00	-	183 87	433 87	7,982 74	5,400 00	270 00	-	563 47
Northbridge,	422 97	-	1,003 89	1,426 86	25,186 90	-	-	-	514 48
North Brookfield,	-	-	111 55	111 55	12,521 63	-	-	-	167 11
Oakham,	-	-	18 28	18 28	765 05	-	-	-	-
Oxford,	-	-	464 27	464 27	8,791 95	228 54	9 14	-	37 50
Paxton,	-	-	-	-	1,237 50	-	-	-	194 38
Petersham,	-	-	45 01	45 01	2,577 95	745 05	23 64	-	102 45
Phillipston,	108 59	-	13 93	122 52	1,322 03	-	-	-	192 01
Princeton,	-	-	32 19	32 19	3,671 47	-	-	-	126 27
Royalston,	-	-	216 52	216 52	2,125 72	6,600 00	335 91	-	-
Rutland,	-	-	95 49	95 49	3,775 00	-	-	-	328 33
Shrewsbury,	-	-	373 33	373 33	5,925 61	1,000 00	40 20	-	134 02
Southborough,	-	-	258 18	258 18	8,841 42	-	-	-	-
Southbridge,	485 25	-	1,104 91	1,104 91	25,023 97	-	-	-	647 55
Spencer,	137 16	-	2,120 19	2,120 19	28,071 73	15,043 17	570 61	-	321 06
Sterling,	85 20	-	193 63	193 63	4,224 21	-	-	-	245 44
Sturbridge,	-	-	150 00	150 00	5,824 43	-	-	-	426 48
Sutton,	-	-	413 53	413 53	6,579 57	2,000 00	113 00	-	309 57
Templeton,	-	-	195 48	195 48	9,069 38	-	-	-	329 51
Upton,	-	-	292 90	292 90	6,370 08	-	-	-	-
Uxbridge,	600 00	-	375 05	975 05	12,906 34	-	-	-	637 24
Warren,	685 43	-	-	685 43	16,250 87	-	-	-	-
Webster,	65 44	-	116 68	182 12	18,378 52	-	-	-	-
Westborough,	500 00	-	418 52	918 52	15,636 33	-	-	-	-
West Boylston,	-	-	20 37	20 37	7,701 47	-	-	-	-
West Brookfield,	-	-	90 38	90 38	4,388 02	-	-	-	-
Westminster,	-	-	129 58	129 58	4,038 28	-	-	-	-
Winchendon,	258 80	-	719 43	978 23	13,896 61	275,000 00	8,675 73	-	-
Worcester,	8,075 02	-	17,885 59	162,266 14	689,534 01	2,201 28	84 94	-	-
	136,305 53	-							
Totals,	\$20,507 37	\$260,450 51	\$44,522 35	\$325,480 23	\$1,561,812 09	\$344,961 03	\$11,735 14	\$9,788 60	

WORCESTER COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1902.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.					ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.	
Ashburnham,	\$738 08		1	148			\$9,600 00		\$246,000 00	\$5,400 00	
Athol, .											
Auburn, .	917 44										
Barre, .	817 44										
Berlin, .	630 47										
Blackstone,	588 08										
Bolton, .	1,017 44										
Boylston,	1,017 44										
Brookfield,	817 44										
Charlton,	738 08										
Clinton, .					2		870				
Dana, .	730 46										
Douglas,	638 08										
Dudley, .	817 44		1	61			2,000	410 00	23,000 00	1,380 00	
Fitchburg,					4						
Gardner,											
Grafton, .	767 44										
Hardwick,	638 08				1		175				
Harvard,	917 44				1		23		85,000 00	3,400 00	
Holden, .	817 44										
Hopedale,											
Hubbardston,	738 08										
Lancaster,			1	160	1		6	4,563 00	50,000 00	1,500 00	
Leicester,	588 08										
Leominster,											
Lunenburg,	738 08										
Mendon,	738 08	75 00									

SCHOOL RETURNS.

Millford, .	767 44	-	1	300	-	18,750 00	7,800 00	15,000 00	600 00	-
Millbury, .	838 08	-	-	-	-	-	-	-	-	-
New Braintree, .	817 44	-	-	-	-	-	-	-	-	-
Northborough, .	-	18 00	-	-	-	-	-	-	-	-
Northbridge, .	-	-	7	250	-	-	-	-	-	-
North Brookfield, .	638 08	-	-	-	-	-	-	-	-	-
Oakham, .	838 08	-	-	-	-	-	-	-	-	-
Oxford, .	638 08	-	-	-	-	-	-	-	-	-
Paxton, .	1,017 44	-	-	-	-	-	-	-	-	-
Petersham, .	738 08	-	-	-	-	-	-	-	-	-
Phillipston, .	300 00	-	-	-	-	-	-	-	-	-
Princeton, .	917 44	-	-	-	-	-	-	-	-	-
Royalston, .	730 46	-	-	-	-	-	-	-	-	-
Rutland, .	738 08	-	-	-	-	-	-	-	-	-
Shrewsbury, .	817 44	-	-	-	-	-	-	-	-	-
Southborough, .	817 44	24 00	1	52	125	18,750 00	7,800 00	15,000 00	600 00	-
Southbridge, .	-	-	16	1,084	-	-	-	-	-	-
Spencer, .	-	-	-	-	-	-	-	-	-	-
Sterling, .	738 08	-	-	-	-	-	-	-	-	-
Sturbridge, .	917 44	-	-	-	-	-	-	-	-	-
Sutton, .	638 08	-	1	40	-	-	-	-	-	-
Templeton, .	638 08	35 00	-	-	-	-	-	-	-	-
Upton, .	638 08	-	-	-	-	-	-	-	-	-
Uxbridge, .	588 08	-	-	-	-	-	-	-	-	-
Warren, .	817 44	-	-	-	-	-	-	-	-	-
Webster, .	-	-	3	1,214	-	-	-	-	-	-
Westborough, .	588 08	-	-	-	-	-	-	-	-	-
West Boylston, .	917 44	-	-	-	-	-	-	-	-	-
West Brookfield, .	917 44	-	-	-	-	-	-	-	-	-
Westminster, .	917 44	-	-	-	-	-	-	-	-	-
Winchendon, .	480 46	150 00	-	-	203	-	18,500 00	-	-	-
Worcester, .	-	-	12	3,152	-	-	-	-	-	-
Totals, .	\$34,820 33	\$302 00	50	8,666	697	\$33,323 00	\$27,800 00	\$419,000 00	\$12,280 00	-

RECAPITULATION.

COUNTIES.	Population — U. S. Census of 1900.	Valuation — May 1, 1901.	No. of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1901.		SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.						
				No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pu- lics of all ages in the public schools during the school year.	No. of different pu- lics within the year under 5 years of age.	No. of different pu- lics within the year over 15 years of age.	No. of different pu- lics within the year between 7 and 14 years of age.	Average member- ship of all the schools.	Average attendance of all the schools.	Percentage of at- tendance based on average member- ship.
Barnstable,	27,826	\$24,939,236	155	4,191	3,022	4,828	26	638	3,029	4,347	4,007	.92
Berkshire,	95,667	61,280,580	474	17,661	12,673	16,563	296	1,394	11,508	14,067	12,850	.91
Bristol, .	252,029	191,945,214	897	45,971	32,579	39,492	687	2,387	27,484	33,914	31,041	.92
Dukes, .	4,561	4,299,823	24	584	421	673	8	80	447	600	546	.91
Essex, .	357,030	275,597,483	1,333	59,261	42,193	55,089	491	5,283	33,620	48,924	45,371	.93
Franklin,	41,209	23,169,825	270	7,187	5,193	7,642	136	667	5,071	6,717	6,180	.92
Hampden,	175,603	151,201,215	756	32,121	22,956	30,419	1,380	2,727	19,292	25,391	23,163	.91
Hampshire,	68,820	33,973,253	309	10,312	7,412	10,362	273	905	6,895	8,866	8,176	.91
Middlesex,	565,696	528,255,610	2,208	96,305	69,920	98,903	3,388	9,858	60,987	88,191	81,248	.92
Nantucket,	3,006	3,398,003	11	391	281	390	5	60	240	370	340	.92
Norfolk, .	151,539	211,140,561	705	26,479	19,600	28,428	876	2,636	18,223	25,117	23,167	.92
Plymouth,	113,985	82,824,168	527	18,619	13,360	20,384	165	1,887	13,724	17,992	16,764	.93
Suffolk, .	611,417	1,193,855,559	1,926	103,062	67,987	101,970	2,466	9,096	60,254	90,156	80,599	.89
Worcester,	346,958	248,015,471	1,422	60,959	43,737	59,095	1,076	5,035	38,293	50,881	46,574	.92
Totals,	2,805,346	\$3,033,884,001	11,017	483,103	341,334	474,234	11,273	42,653	299,065	415,533	380,026	.92

SCHOOL RETURNS.

RECAPITULATION — CONTINUED.

COUNTIES	TEACHERS AND TEACHERS' WAGES.								LENGTH OF SCHOOLING.		HIGH SCHOOLS.				
	No. of teachers re-quired by the pub-lic schools.	No. of different male teachers employed during the school year.	No. of different fe-male teachers em-ployed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended nor-mal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	A'ge No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principals' salaries.	
Barnstable,	169	36	157	66	99	\$73 88	\$37 97	1,358-16	8-15	14	24	579	9-9	\$12,382 55	
Berkshire,	549	49	552	169	224	89 53	32 09	4,359-16	9-3	12	49	1,234	9-13	15,220 00	
Bristol, .	1,047	79	1,035	235	316	115 18	52 29	8,386-8	9-6	12	75	2,111	9-16	16,934 00	
Dukes, .	28	4	26	9	12	61 25	37 21	202-4	8-8	3	5	78	8-16	1,665 00	
Essex, .	1,513	117	1,483	433	544	133 06	50 67	12,588-8	9-8	28	192	4,893	9-12	43,629 00	
Franklin,	283	12	338	106	135	88 54	37 28	2,301-6	8-10	11	34	719	9-8	11,045 33	
Hampden,	889	71	915	395	481	138 53	54 38	7,201-19	9-10	11	97	2,193	9-17	20,400 00	
Hampshire,	345	26	385	113	141	63 39	37 90	2,741-6	8-17	11	36	939	9-12	11,718 00	
Middlesex,	2,667	236	2,586	1,029	1,244	151 39	59 20	20,424-5	9-5	48	383	9,832	9-11	79,402 92	
Nantucket,	14	1	13	2	2	120 00	33 27	110	10	1	4	81	10	1,200 00	
Norfolk, .	826	97	784	291	360	117 94	53 75	6,729-7	9-10	27	126	3,116	9-13	37,217 00	
Plymouth,	578	64	605	258	320	102 11	48 30	4,882-4	9-5	21	86	1,973	9-11	24,764 00	
Suffolk, .	2,324	292	2,074	1,546	1,658	209 71	67 67	18,480-2	9-11	14	246	7,069	9-11	46,300 00	
Worcester,	1,661	156	1,712	800	962	116 51	46 71	13,214-8	9-5	47	235	5,445	9-13	58,251 43	
Totals, .	12,893	1,240	12,665	5,451	6,498	\$143 33	\$53 37	102,980-9	9-6	260	1,592	40,252	9-11	\$380,129 23	

BOARD OF EDUCATION.

RECAPITULATION — CONTINUED.

COUNTIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such support diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and truant service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Barnstable,	\$72,576 93	\$8,368 46	\$13,072 81	\$1,655 12	\$8,620 25	\$7,253 02	\$2,225 31	\$113,771 90	\$17,427 05	\$96,344 85
Berkshire,	240,222 18	6,917 36	47,760 64	6,294 02	16,689 25	23,133 85	8,235 07	349,252 37	29,063 70	320,188 67
Bristol, .	582,644 52	8,652 41	124,607 83	12,152 79	20,101 49	47,094 20	32,777 06	828,030 30	35,224 58	792,805 72
Dukes, .	10,507 30	840 65	1,874 54	379 00	1,550 79	934 40	514 54	16,601 22	4,588 65	12,012 57
Essex, .	879,024 28	9,516 48	156,390 51	17,404 87	28,375 84	79,916 74	34,574 66	1,205,203 38	23,341 43	1,181,861 95
Franklin,	108,208 49	12,522 36	15,679 04	1,618 66	11,186 59	10,602 65	4,187 69	163,905 48	33,859 60	130,045 88
Hampden,	539,307 86	9,646 67	106,746 51	9,297 48	20,458 60	64,222 19	24,662 81	774,342 12	36,486 58	737,855 64
Hampshire,	144,751 72	6,023 78	26,836 94	2,407 68	11,824 96	13,796 99	6,675 04	210,317 11	31,987 13	178,329 98
Middlesex,	1,814,184 48	38,216 47	337,151 91	26,536 14	61,453 45	147,577 43	79,537 39	2,504,657 27	55,172 45	2,449,484 82
Nantucket,	5,782 65	-	731 41	100 00	-	574 14	603 17	7,791 37	-	7,791 37
Norfolk,	506,115 68	16,657 96	97,172 38	6,491 16	29,337 67	50,833 51	37,553 24	744,161 60	18,212 98	725,948 67
Plymouth,	304,960 81	12,725 58	55,479 36	4,645 43	18,420 81	28,476 94	13,110 06	435,818 99	27,740 99	408,078 00
Suffolk, .	2,451,692 73	2,316 31	297,916 71	62,946 41	33,180 00	107,802 00	78,830 16	3,034,684 32	77,605 23	2,957,079 09
Worcester,	911,768 99	34,192 42	184,926 71	14,860 18	42,550 49	82,370 70	30,863 13	1,301,532 62	64,909 60	1,236,623 02
Totals, .	\$8,571,748 62	\$166,596 91	\$1,466,247 30	\$166,788 94	\$303,750 19	\$662,588 76	\$353,349 33	\$11,690,070 05	\$455,619 92	\$11,234,450 13

SCHOOL RETURNS.

RECAPITULATION — CONTINUED.

COUNTIES.	EXPENDITURES FOR SCHOOL BUILDINGS.				Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.	Patrols.					Principal.	Income.	
Barnstable, .	-	\$1,727 95	\$5,505 97	\$7,233 92	\$7,233 92	-	\$7,233 92	\$103,578 77	\$36,233 00	\$1,863 32	\$1,777 57
Berkshire, .	\$1,865 71	14,372 17	11,122 66	27,360 54	27,360 54	-	27,360 54	347,549 21	6,870 50	363 62	1,993 75
Bristol, .	222,432 20	10,463 61	58,673 41	291,569 22	291,569 22	-	291,569 22	1,084,374 94	211,476 00	13,031 24	7,662 88
Dukes, .	-	359 04	339 17	698 21	698 21	-	698 21	12,710 78	-	-	242 26
Essex, .	144,170 57	27,488 14	62,718 53	234,377 24	234,377 24	-	234,377 24	1,416,239 19	141,901 78	5,662 24	7,995 08
Franklin, .	35,339 50	4,527 22	4,025 75	43,892 47	43,892 47	-	43,892 47	173,938 35	12,451 30	683 80	1,128 28
Hampden, .	194,725 29	10,913 80	33,710 45	239,349 54	239,349 54	\$1,512 40	237,837 14	975,692 68	137,085 69	6,710 43	3,823 77
Hampshire, .	36,911 68	4,541 77	8,889 14	50,342 59	50,342 59	-	50,342 59	228,672 57	33,724 83	1,397 23	2,913 09
Middlesex, .	463,146 86	76,489 12	103,869 30	643,505 28	643,505 28	35,002 00	608,503 28	3,057,988 10	109,487 08	6,890 64	8,062 40
Nantucket, .	-	159 09	236 60	395 69	395 69	-	395 69	8,187 06	-	-	267 70
Norfolk, .	246,958 17	21,166 80	19,924 28	288,049 25	288,049 25	17,053 75	270,995 50	986,944 17	30,508 59	1,474 49	6,804 43
Plymouth, .	33,135 58	22,875 81	16,159 21	72,170 60	72,170 60	-	72,170 60	480,248 60	30,497 50	1,460 96	6,295 71
Suffolk, .	864,274 30	346,590 45	6,773 80	1,217,638 55	1,217,638 55	-	1,217,638 55	4,174,717 64	126,875 00	5,585 92	53,246 73
Worcester, .	260,450 51	20,507 37	44,522 35	325,480 23	325,480 23	291 16	325,189 07	1,561,812 09	844,961 03	11,735 14	9,788 60
Totals, .	\$2,503,410 37	\$562,182 34	\$376,470 62	\$3,442,063 33	\$3,442,063 33	\$53,859 31	\$3,388,204 02	\$14,622,654 15	\$1,222,072 25	\$57,059 03	\$111,022 25

BOARD OF EDUCATION.

RECAPITULATION — CONCLUDED.

COUNTIES.	Town's share of school fund income paid Jan. 25, 1902.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.					ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.	
Barnstable,	\$9,947 23	\$471 65	-	-	-	-	-	\$15,673 15	\$10,000 00	-	-
Berkshire,	19,626 90	1,325 61	7	1,786	13	3,256	-	17,350 00	88,096 00	-	\$3,176 13
Bristol, .	10,055 97	1,230 00	-	-	28	9,149	\$26,513 00	-	-	-	-
Dukes, .	4,541 48	-	-	-	-	-	-	-	-	-	-
Essex, .	11,160 38	1,075 00	4	650	44	11,853	86,718 22	42,800 00	929,177 15	36,606 23	36,606 23
Franklin,	18,208 36	50 00	4	1,287	3	272	89,902 75	453 00	1,437,901 87	26,523 48	26,523 48
Hampden,	14,358 27	1,384 21	1	155	21	7,420	13,095 50	19,400 00	457,392 73	8,838 91	8,838 91
Hampshire,	13,265 75	241 00	4	403	9	1,240	12,600 00	20,325 00	846,485 00	34,066 58	34,066 58
Middlesex,	22,437 08	1,613 50	11	981	60	14,356	139,675 57	37,738 00	614,598 12	14,279 16	14,279 16
Nantucket,	-	-	-	-	-	-	-	-	56,761 00	2,500 00	2,500 00
Norfolk, .	10,423 40	220 00	3	354	20	2,359	25,643 25	103,200 00	1,028,000 00	39,500 00	39,500 00
Plymouth,	13,525 69	-	3	88	4	761	490 00	10,400 00	202,411 15	8,819 73	8,819 73
Suffolk, .	-	-	4	476	100	21,128	21,087 00	382,870 85	1,321,461 13	59,118 07	59,118 07
Worcester,	34,820 33	302 00	5	697	50	8,666	33,323 00	27,800 00	419,000 00	12,280 00	12,280 00
Totals,	\$182,270 84	\$7,912 97	46	6,877	352	80,460	\$443,948 29	\$678,010 00	\$7,311,283 15	\$245,708 29	\$245,708 29

SCHOOL RETURNS.

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EVENING SCHOOLS.

CITIES AND TOWNS.	No. of schools.	ATTENDANCE.			TIME.	No. of teachers.	Expense.
		Males.	Females.	Average.			
Boston,	215	3,769	2,283	4,358	94	232	\$89,920 02
Beverly,	7	118	117	79	26	6	1,267 71
Brockton,	15	405	158	325	48	19	2,196 69
Brookline,	5	66	88	57	73	7	1,416 49
Cambridge,	32	1,038	441	561	64	55	8,498 72
Chelsea,	7	312	145	136	50	14	1,479 14
Chicopee,	29	442	-	310	40	30	2,040 60
Clinton,	5	183	72	117	70	10	847 75
Dudley,	2	44	29	45	35	4	189 79
Everett,	4	126	71	66	66	6	1,035 04
Fall River,	59	2,476	1,301	2,101	48	153	11,396 94
Fitchburg,	3	338	164	216	52	27	2,378 80
Frammingham,	4	72	67	53	43	7	695 14
Gardner,	4	141	14	93	45	19	918 65
Gloucester,	4	159	33	112	21	4	125 00
Greenfield,	3	88	43	53	52	5	368 00
Haverhill,	15	350	217	338	60	27	2,201 53
Holyoke,	31	607	357	552	48	54	6,178 10
Hudson,	1	12	9	18	18	2	78 75
Hyde Park,	4	197	58	96	62	7	1,092 35
Lawrence,	38	943	508	1,006	77	63	8,344 50
Leominster,	20	250	56	116	48	21	1,281 00
Lowell,	82	2,722	1,287	2,117	72	148	22,400 00
Lynn,	19	263	133	396	45	22	1,377 27
Malden,	11	321	199	205	57	18	2,965 83
Marlborough,	8	119	80	71	44	8	1,094 58
Medford,	6	168	74	61	49	6	936 79
Methuen,	3	88	32	89	50	9	548 10
Milford,	6	179	13	91	36	6	537 75
New Bedford,	39	1,590	863	1,277	18	83	7,853 68
Newburyport,	3	65	25	42	30	8	264 25
Newton,	3	135	28	57	35	9	925 99
North Adams,	12	240	133	276	40	19	1,700 00
Northampton,	9	94	142	102	54	11	920 76
North Attleborough,	2	34	27	18	33	3	161 00
Northbridge,	3	69	6	52	36	5	264 26
Orange,	2	75	21	53	30	7	276 00
Palmer,	4	234	-	66	44	6	486 16
Peabody,	6	55	13	35	41	6	318 50
Pittsfield,	5	123	33	45	41	6	449 45
Quincy,	9	254	40	133	42	8	1,551 90
Salem,	11	308	263	161	43	23	2,575 00
Somerville,	17	634	170	271	69	28	5,243 00
Southbridge,	4	88	80	115	41	8	609 30
South Hadley,	2	86	-	30	40	4	300 00
Spencer,	2	39	-	30	40	4	235 53
Springfield,	37	999	528	845	84	51	11,420 97
Taunton,	10	409	75	275	36	22	2,018 13
Tewksbury,	1	40	20	25	28	2	189 09
Wakefield,	3	30	18	30	48	4	2,179 00
Waltham,	13	285	228	279	53	14	2,513 25
Watertown,	1	120	-	36	58	2	310 00
Webster,	5	159	73	145	50	9	524 95
Westfield,	4	100	85	70	42	4	297 50
Woburn,	4	127	31	61	38	8	543 51
Worcester,	64	1,825	623	1,277	114	74	18,183 00
Totals,	917	21,213	11,574	19,644	50	1,417	\$236,095 21

RETURNS OF SCHOOLS IN STATE INSTITUTIONS FOR THE SCHOOL YEAR 1901-1902.

STATE INSTITUTIONS.	No. of schools in the institution.	No. of different scholars of all ages during the year.	Average attendance during the year.	No. under 5 years of age attending school.	No. over 15 years of age attending school.	No. between 5 and 15 years of age remaining in the institution July 31, 1902.	NO. OF TEACHERS DURING THE YEAR.		WAGES OF TEACHERS PER MONTH.		Length of each school in months.
							Males.	Females.	Males.	Females.	
State Industrial School at Lancaster, . . .	7	246	192	-	170	76	-	9	-	\$25 00* to \$33 33*	12
Lyman School for Boys at Westborough, . . .	9	679	310	-	114	213	\$83 33*	12	\$83 33*	\$25 00* to \$66 66*	10

* And home.

GRADUATED TABLES.

In order to show the comparative standing of the towns and cities (1) in the taxes which they impose upon themselves for the support of their public schools, (2) in the ratio which these taxes bear to their respective valuations, and (3) in the ratio of the attendance upon the public schools to the whole number of children between five and fifteen, three graduated tables have been prepared.

For the sake of brevity as well as convenience of reference these tables may be named as follows:—

- I. Graduated taxation table.
- II. Graduated valuation table.
- III. Graduated attendance table.

NOTE. — *The usual restatements by counties of the facts presented in these tables have been dropped.*

I. *Graduated Taxation Table.*

In this table the towns and cities are classified or ranked according to the amounts which they severally raise by local taxation for the school support of each child in the average membership of the public schools. It is the average membership that more than any other factor determines the expense of the schools, and it is the expenditure for each child in the average membership that more than any other factor determines a town's liberality in matters of school support. In some places large numbers of children between five and fifteen are in private schools; the amount raised for the public schools is correspondingly reduced. Consequently the amounts of the local tax for each child between five and fifteen in such places are relatively small. To use such amounts, however, as evidence of the economy or the parsimony of towns would be illogical and unjust.

Advantage is taken of this table to present important data not given in reports previous to the sixty-sixth. They are the amounts yielded for each child in the average membership by the local tax *plus* the State and other contributions. In the column next to the last, the amounts measure the local taxation burden for each child in the average membership. That is to say, the former column shows what the town unaided is doing for the child, the latter column what the child gets from all sources.

II. *Graduated Valuation Table.*

This table exhibits for the several towns and cities the ratios which the sums raised by taxation and expended for the support of the public schools

bear to their respective assessed valuations. For convenience of apprehension the ratio in each case is expressed as so many dollars of tax on a thousand dollars of valuation.

III. *Graduated Attendance Table.*

This table exhibits for the several towns and cities the ratio in each case of the average attendance upon the public schools to the whole number of children between five and fifteen reported in the school census. If there are no private schools, the ratio is likely to be high. If there are no private schools and at the same time an unusually large proportion of the children under five and over fifteen are attending school, the ratio may exceed even a hundred per cent. On the other hand, if children attend private schools in any considerable number, the fact is reflected in a lower ratio.

Table showing the comparative amounts of money expended for the support, etc. — Continued.

Rank according to the amount yielded for each child in the average membership of the public schools by the local tax for school support.	TOWNS AND CITIES.	AMOUNT EXPENDED FOR THE SUPPORT OF THE PUBLIC SCHOOLS FROM THE —		NUMBER OF CHILDREN —		Amount of local tax for school support for each child between five and fifteen years of age.	AMOUNT YIELDED FOR EACH CHILD IN THE AVERAGE MEMBERSHIP OF THE PUBLIC SCHOOLS BY THE —	
		Local tax only.	Local tax plus the State and other contributions.	In town between five and fifteen years of age.	In the average membership of the public schools.		Local tax for support.	Local tax plus the State and other contributions.
1900-1.								
36	Lowell,	\$328,773 68	\$328,773 68	14,593	10,700	\$22 53	\$30 73	\$30 73
20	Lexington,	20,756 31	20,756 31	623	678	33 32	30 61	30 61
27	Harvard,	3,919 25	4,677 76	151	129	25 96	30 38	36 26
70	Bedford,	4,765 22	5,132 43	199	169	23 95	29 97	32 28
30	Fitchburg,	113,966 55	114,625 55	6,111	3,817	18 65	29 86	30 03
24	Canton,	17,249 81	17,384 81	788	682	21 89	29 64	29 87
52	Southborough,	8,583 24	9,431 67	284	290	30 22	29 60	32 52
28	Cambridge,	417,329 69	424,527 80	15,300	14,144	27 28	29 51	30 01
44	Lynnfield,	2,560 80	3,603 24	112	87	22 86	29 43	41 42
25	Longmeadow,	3,256 44	4,206 60	143	111	22 77	29 34	37 90
41	Arlington,	40,843 00	41,620 68	1,571	1,394	26 00	29 30	29 86
40	Waltham,	84,610 00	84,610 00	3,905	2,898	21 67	29 20	29 20
23	Malden,	164,157 00	164,157 00	6,306	5,635	26 03	29 13	29 13
29	Melrose,	75,630 43	77,562 54	1,997	2,598	37 87	29 11	29 85
26	Dedham,	40,474 38	41,804 50	1,266	1,395	31 97	29 01	29 97
164	Hamilton,	6,371 04	6,571 04	252	220	25 28	28 96	29 87
46	Beverly,	64,212 49	64,212 49	2,342	2,238	27 42	28 69	28 69
64	New Bedford,	217,933 77	220,866 77	11,302	7,608	19 28	28 65	29 03
11	Tyngsborough,	2,589 81	4,501 84	118	91	21 95	28 46	49 47
38	Worcester,	527,317 87	531,355 52	20,754	18,533	25 41	28 45	28 67
32	Swampscott,	17,848 57	17,848 57	696	628	25 64	28 42	28 42
49	Somerville,	280,796 00	280,796 00	10,715	9,888	26 21	28 40	28 40
72	Carver,	4,277 13	5,112 46	169	151	25 31	28 33	33 86
37	Barnstable,	19,426 28	22,849 35	636	686	30 64	28 32	33 15
57	Cottage City,	4,180 48	4,592 98	163	148	25 65	28 25	31 03
46	Medford,	96,985 14	97,144 64	3,503	3,452	27 69	28 10	28 14
71	Dalton,	13,818 44	15,460 88	516	493	26 78	28 03	31 36
33	Princeton,	3,639 28	3,889 28	133	131	27 36	27 78	29 69
1901-2.								

SCHOOL RETURNS.

48	49	Webster,	.	.	.	.	.	.	18,196 40	1,651	657	11 02	27 70	27 70
65	50	Littleton,	.	.	.	.	.	.	6,799 41	187	196	28 99	34 69	34 69
78	51	Norton,	.	.	.	.	.	.	6,933 93	254	212	23 04	32 71	32 71
54	52	Groton,	.	.	.	.	.	.	10,104 27	363	368	27 46	27 46	27 46
63	53	Sharon,	.	.	.	.	.	.	8,193 44	347	270	21 32	30 35	30 35
55	54	Haverhill,	.	.	.	.	.	.	132,415 16	6,971	4,827	22 12	27 43	27 43
34	55	Concord,	.	.	.	.	.	.	31,761 72	859	969	30 52	33 12	33 12
39	56	Winthrop,	.	.	.	.	.	.	27,742 67	1,059	1,015	26 20	27 33	27 33
53	57	Winchester,	.	.	.	.	.	.	38,825 24	1,412	1,427	27 50	27 21	27 21
43	58	Hyde Park,	.	.	.	.	.	.	45,535 92	2,301	1,675	19 79	27 19	27 19
89	59	Barre, .	.	.	.	.	.	.	10,309 21	350	319	24 63	32 32	32 32
75	60	Lawrence,	.	.	.	.	.	.	185,802 54	10,899	6,885	17 06	26 99	26 99
51	61	Salem,	.	.	.	.	.	.	114,474 09	6,092	4,254	18 79	26 91	26 91
66	62	Reading,	.	.	.	.	.	.	24,645 95	890	915	27 64	26 94	26 94
35	63	Mattapoisett,	.	.	.	.	.	.	4,892 03	144	147	27 34	33 28	33 28
95	64	Stockbridge,	.	.	.	.	.	.	10,530 66	390	376	25 78	28 01	28 01
83	65	Walpole,	.	.	.	.	.	.	17,287 73	595	596	26 78	29 01	29 01
45	66	Westfield,	.	.	.	.	.	.	57,883 74	2,099	1,963	24 62	29 49	29 49
203	67	Plympton,	.	.	.	.	.	.	1,604 09	52	44	22 15	36 46	36 46
88	68	West Tisbury,	.	.	.	.	.	.	1,966 82	41	43	27 12	45 74	45 74
77	69	North Adams,	.	.	.	.	.	.	78,931 83	4,516	3,057	17 48	25 82	25 82
76	70	Needham,	.	.	.	.	.	.	17,435 65	678	678	25 72	25 72	25 72
61	71	Southbridge,	.	.	.	.	.	.	24,235 42	2,098	931	11 40	26 03	26 03
157	72	Hardwick,	.	.	.	.	.	.	9,498 95	526	322	15 70	29 50	29 50
93	73	Ware,	.	.	.	.	.	.	28,466 51	1,560	1,095	17 97	26 00	26 00
84	74	Middleton,	.	.	.	.	.	.	3,010 01	135	101	19 12	29 80	29 80
79	75	Abington,	.	.	.	.	.	.	20,477 45	746	760	25 91	26 94	26 94
58	76	Northampton,	.	.	.	.	.	.	66,304 42	3,086	2,546	20 90	26 04	26 04
114	77	Stoneham,	.	.	.	.	.	.	24,853 82	928	976	26 64	25 46	25 46
50	78	Marshfield,	.	.	.	.	.	.	7,623 37	248	263	26 84	28 99	28 99
68	79	Hingham,	.	.	.	.	.	.	21,839 47	742	812	27 68	26 90	26 90
86	80	Launceston,	.	.	.	.	.	.	10,482 38	427	415	24 57	25 26	25 26
80	81	Lynn,	.	.	.	.	.	.	237,972 02	10,946	9,428	21 74	25 24	25 24
67	82	Marion,	.	.	.	.	.	.	3,840 25	136	132	24 43	29 09	29 09
59	83	Wrentham,	.	.	.	.	.	.	12,741 18	411	441	26 85	28 89	28 89
90	84	Pittsfield,	.	.	.	.	.	.	83,173 06	4,021	3,335	20 68	24 94	24 94
189	85	Norwood,	.	.	.	.	.	.	29,653 36	1,249	1,189	23 74	24 94	24 94
96	86	Taunton,	.	.	.	.	.	.	114,457 67	5,016	4,531	22 46	25 26	25 26
100	87	Lenox,	.	.	.	.	.	.	13,950 51	528	558	26 04	25 00	25 00

BOARD OF EDUCATION.

Table showing the comparative amounts of money expended for the support, etc. — Continued.

Rank according to the amount yielded for each child in the average membership of the public schools by the local tax for school support.	TOWNS AND CITIES.	AMOUNT EXPENDED FOR THE SUPPORT OF THE PUBLIC SCHOOLS FROM THE —		NUMBER OF CHILDREN —		Amount of local tax for school support for each child between five and fifteen years of age.	AMOUNT YIELDED FOR EACH CHILD IN THE AVERAGE MEMBERSHIP OF THE PUBLIC SCHOOLS BY THE —	
		Local tax only.	Local tax plus the State and other contributions.	In town between five and fifteen years of age.	In the average membership of the public schools.		Local tax for support.	Local tax plus the State and other contributions.
1900-1.								
74	Spencer,	\$25,951 54	\$26,078 07	1,450	1,060	\$17 90	\$24 48	\$24 06
150	Topsfield,	2,935 34	3,939 52	123	120	23 86	24 46	32 83
111	Wakefield,	43,846 62	45,669 17	1,732	1,794	25 82	24 44	25 46
117	Ashby,	3,078 09	4,149 51	120	126	25 65	24 43	32 93
126	Peabody,	41,999 58	42,056 08	2,039	1,725	20 60	24 35	24 38
56	Bourne,	7,343 63	8,253 21	236	302	31 12	24 32	27 33
232	Newbury,	4,358 89	6,092 47	220	180	19 81	24 22	28 29
196	Dighton,	6,340 28	6,845 06	296	263	21 42	24 11	26 03
119	Brockton,	155,584 29	157,186 43	7,198	6,462	21 61	24 08	24 32
109	Ashland,	6,708 93	7,754 43	252	279	26 62	24 05	27 79
94	Norwell,	5,286 58	6,388 53	220	220	24 03	24 03	29 04
141	Revere,	49,894 23	49,894 23	2,280	2,079	21 88	24 00	24 00
85	Franklin,	16,029 94	16,302 69	887	671	18 07	23 89	24 30
110	Wayland,	10,718 51	11,743 84	398	449	26 93	23 87	26 16
252	Westford,	9,367 10	10,655 18	407	393	23 01	23 83	27 11
127	Braintree,	27,858 67	28,411 47	1,023	1,169	27 23	23 83	24 30
78	Marlborough,	54,290 05	54,472 15	2,764	2,279	19 71	23 82	23 90
82	Acton,	6,953 59	8,146 03	326	292	21 33	23 81	27 90
131	Sandwich,	4,829 95	5,917 23	229	203	21 09	23 79	29 15
87	Greenfield,	34,142 83	35,220 83	1,324	1,437	25 79	23 76	24 51
130	Leicester,	13,969 73	14,691 98	579	588	24 13	23 76	24 99
140	Chatham,	6,033 97	6,462 55	247	254	24 43	23 76	25 44
149	Scituate,	9,244 49	10,238 61	398	390	23 23	23 70	26 25
42	Petersham,	2,532 94	3,552 01	109	107	23 24	23 67	33 20
122	Foxborough,	11,835 30	13,209 08	479	500	24 71	23 67	26 42
123	Montague,	24,370 04	25,093 73	1,337	1,038	18 23	23 48	24 18
103	Everett,	115,162 84	115,162 34	4,456	4,917	25 84	23 42	23 42
92	Adams,	37,786 25	37,786 25	2,323	1,618	16 27	23 35	23 35
1901-2.								

SCHOOL RETURNS.

116	Chilcopee, .	50,827 16	3,335	2,188	15 24	23 23	23 23
107	Merrimac, .	8,945 73	387	387	26 55	23 12	26 98
102	Andover, .	24,179 15	947	1,050	25 53	23 03	26 91
317	Warwick, .	1,815 81	99	79	18 34	22 98	38 07
108	North Andover, .	16,552 52	784	721	21 11	22 96	23 37
112	Hopkinton, .	9,251 04	444	408	20 84	22 67	26 72
99	Shrewsbury, .	5,552 28	257	245	21 60	22 66	27 54
181	Attleborough, .	42,323 55	2,089	1,869	20 26	22 64	23 27
135	West Brookfield, .	4,297 64	204	190	21 07	22 62	27 46
136	Leominster, .	45,575 48	2,074	2,018	21 97	22 58	22 87
145	North Attleborough, .	28,405 31	1,280	1,258	23 09	22 58	22 58
98	Grafton, .	17,873 65	904	794	19 77	22 51	24 74
139	Hanover, .	7,075 08	316	815	22 39	22 46	24 89
69	Boxford, .	1,863 79	98	88	20 04	22 46	34 99
115	Amesbury, .	22,754 70	1,564	1,017	14 55	22 37	22 37
213	West Boylston, .	7,681 10	301	344	25 39	22 33	23 42
142	Quincy, .	108,196 63	5,281	4,848	20 49	22 32	22 33
155	Weymouth, .	45,093 68	1,852	2,021	24 35	22 31	22 33
180	Medfield, .	5,237 52	239	235	21 91	22 29	27 86
204	Milford, .	32,733 57	1,741	1,471	18 80	22 25	22 25
128	Amherst, .	16,338 57	692	738	23 61	22 14	23 78
121	Fall River, .	290,444 06	20,380	13,187	14 25	22 03	22 53
185	Townsend, .	5,445 71	232	243	23 47	21 96	28 50
106	Plymouth, .	32,662 76	1,539	1,489	21 22	21 94	21 95
171	Stoughton, .	15,381 40	962	702	15 99	21 91	23 16
97	Dunstable, .	1,221 64	67	56	18 23	21 82	41 18
314	Phillipston, .	1,199 51	77	55	15 58	21 81	35 81
216	Williamstown, .	16,542 38	867	760	19 08	21 77	21 98
160	Natick, .	36,919 74	1,562	1,700	23 64	21 72	21 72
184	Middleborough, .	24,354 21	1,075	1,122	22 66	21 71	21 71
152	Saugus, .	23,855 64	1,065	1,099	22 40	21 71	22 05
101	Stow, .	3,065 60	165	142	18 58	21 59	29 95
159	Wenham, .	2,394 57	150	111	15 96	21 57	26 69
272	Barnardston, .	2,261 50	110	105	20 66	21 54	36 66
62	Dracut, .	10,333 02	533	481	19 39	21 48	24 61
224	Wellfleet, .	2,632 06	125	123	21 06	21 40	26 01
198	Cheshire, .	3,336 94	191	156	17 47	21 39	26 16
176	Athol, .	21,176 64	1,086	995	19 50	21 28	21 28
143	Methuen, .	27,114 93	1,480	1,275	18 32	21 27	21 40

BOARD OF EDUCATION.

Table showing the comparative amounts of money expended for the support, etc. — Continued.

Rank according to the amount yielded for each child in the average membership of the public schools by the local tax for school support.	TOWNS AND CITIES.	FOR TOWNS —		NUMBERS OF CHILDREN —		Amount of local tax for school support for each child between five and fifteen years of age.	AMOUNT YIELDED FOR EACH CHILD IN THE AVERAGE MEMBERSHIP OF THE PUBLIC SCHOOLS BY THE —	
		Local tax only.	Local tax plus the State and other contributions.	In town between five and fifteen years of age.	In the average membership of the public schools.		Local tax for support.	Local tax plus the State and other contributions.
1800-1.								
153	Chelsea,	\$115,772 58	\$120,240 08	6,442	5,448	\$17 97	\$21 25	\$23 07
156	Framingham,	43,293 64	48,680 08	1,355	2,088	23 30	21 24	21 42
157	Newburyport,	86,158 62	87,252 72	2,508	1,704	14 42	21 22	21 87
158	Lynnburg,	3,773 61	4,518 87	253	178	14 92	21 20	25 95
159	Westborough,	14,717 81	15,016 80	643	637	22 89	21 12	21 54
160	Bridgewater,	16,264 78	24,148 35	725	770	23 43	21 12	21 36
161	Agawam,	8,485 56	9,684 29	483	402	17 57	21 11	24 09
162	Nantucket,	7,791 37	7,791 37	391	370	19 93	21 08	21 08
163	Tewksbury,	8,498 76	9,722 89	492	404	17 27	21 04	24 07
164	Lee,	10,928 67	11,883 15	716	622	15 26	20 94	22 76
165	Great Barrington,	19,766 68	22,883 32	982	944	20 12	20 93	24 24
166	Clinton,	41,831 06	41,831 06	2,478	2,013	16 85	20 78	20 78
167	Sheffield,	5,277 92	5,573 88	253	204	20 85	20 78	23 13
168	Palmer,	21,803 47	22,883 40	1,227	1,061	17 77	20 75	21 77
169	South Hadley,	16,289 85	18,748 55	824	786	19 77	20 73	23 85
170	Northborough,	7,548 87	8,977 21	873	370	20 24	20 40	24 28
171	Duxbury,	5,017 53	5,717 07	257	246	19 52	20 40	23 24
172	Danvers,	28,348 84	29,133 34	1,460	1,390	19 42	20 39	20 96
173	Norfolk,	2,711 11	3,449 19	136	133	19 93	20 35	25 98
174	Hampden,	1,812 83	2,576 34	123	89	14 86	20 37	26 85
175	Sunderland,	2,138 72	3,265 31	136	105	16 97	20 37	31 10
176	Wilbraham,	4,306 17	5,982 98	240	212	17 94	20 31	26 22
177	Billerica,	9,433 41	10,642 04	408	406	20 16	20 34	22 84
178	Deerfield,	5,361 30	5,999 86	315	266	17 02	20 28	23 64
179	Shelburne,	4,769 28	5,267 01	314	236	22 26	20 21	26 55
180	Woburn,	54,070 48	54,605 48	3,220	2,690	16 79	20 10	20 80
181	Northbridge,	23,760 04	23,760 04	1,220	1,187	19 48	20 02	20 02
182	Fairhaven,	11,558 06	13,277 83	567	573	20 75	20 00	23 98
1901-2.								

SCHOOL RETURNS.

174	183	Ludlow,	.	.	.	8,828 70	10,569 15	549	442	16 08	19 97	23 91
168	184	Whitman,	.	.	.	22,145 79	22,761 79	1,029	1,109	21 52	19 97	20 52
154	185	Gardner,	.	.	.	36,968 74	37,265 74	1,928	1,861	19 17	19 86	20 02
118	186	Sherborn,	.	.	.	3,554 98	4,444 92	233	179	15 26	19 86	24 83
221	187	Holbrook,	.	.	.	7,980 01	8,422 56	425	402	18 78	19 85	20 95
120	188	Westminster,	.	.	.	3,908 70	5,431 04	214	197	18 26	19 84	27 57
217	189	Wareham,	.	.	.	10,594 77	11,577 64	571	534	18 55	19 84	21 68
290	190	Blandford,	.	.	.	2,880 74	3,165 56	147	120	16 20	19 84	26 38
215	191	Millbury,	.	.	.	14,975 18	15,740 16	821	756	18 24	19 81	20 82
104	192	Brewster,	.	.	.	2,492 78	3,670 62	134	128	18 60	19 78	29 13
172	193	Yarmouth,	.	.	.	4,326 52	6,349 66	162	219	26 71	19 76	28 99
233	194	Dartmouth,	.	.	.	9,719 25	11,151 25	596	493	16 31	19 72	22 62
177	195	Kingston,	.	.	.	7,366 57	8,133 68	335	374	21 99	19 70	21 75
214	196	Orange,	.	.	.	20,920 45	22,543 04	1,079	1,064	19 39	19 66	21 19
47	197	Paxton,	.	.	.	1,237 50	2,893 92	70	63	17 68	19 64	38 00
207	198	Rockland,	.	.	.	20,170 27	20,866 79	951	1,028	21 21	19 62	20 30
170	199	Holden,	.	.	.	8,435 74	10,080 18	496	480	17 01	19 62	23 44
173	200	Upton,	.	.	.	6,077 18	7,177 26	301	310	20 19	19 61	23 15
225	201	North Brookfield,	.	.	.	12,410 08	13,673 16	890	634	13 94	19 57	21 57
169	202	Orleans,	.	.	.	3,756 07	4,954 38	169	192	22 23	19 56	25 80
237	203	Northfield,	.	.	.	4,239 41	5,586 69	244	218	17 37	19 45	25 63
218	204	Bellingham,	.	.	.	4,696 24	6,040 34	293	242	16 03	19 41	24 96
60	205	Dover,	.	.	.	1,937 63	3,222 77	137	100	14 14	19 38	32 23
228	206	Acushnet,	.	.	.	3,137 93	4,018 40	201	162	15 61	19 37	24 80
197	207	Monson,	.	.	.	11,871 18	13,934 12	596	613	19 92	19 37	22 73
166	208	Uxbridge,	.	.	.	11,931 29	12,209 88	627	617	19 03	19 34	19 79
183	209	West Springfield,	.	.	.	27,214 25	29,997 69	1,379	1,409	19 73	19 31	21 29
192	210	Wilmington,	.	.	.	5,829 18	6,671 56	324	302	17 99	19 30	22 09
196	211	Brookfield,	.	.	.	9,394 44	10,795 92	498	487	18 86	19 29	22 17
230	212	Easton,	.	.	.	19,251 76	26,846 35	921	1,001	20 90	19 23	26 82
249	213	Randolph,	.	.	.	12,784 45	13,534 01	635	665	20 13	19 22	20 35
247	214	Somerset,	.	.	.	6,716 75	6,978 55	418	350	16 07	19 19	19 94
268	215	Anburn,	.	.	.	4,639 36	5,025 11	344	242	13 49	19 17	20 76
193	216	Warren,	.	.	.	15,565 44	17,984 63	775	812	20 08	19 17	22 15
124	217	Chelmsford,	.	.	.	13,182 80	14,927 74	707	674	18 65	19 11	22 15
285	218	Pembroke,	.	.	.	3,076 71	3,566 42	181	161	17 00	19 11	22 15
91	219	Tisbury,	.	.	.	3,144 08	3,986 54	137	165	22 95	19 06	24 16
259	220	Oxford,	.	.	.	8,327 68	9,278 26	512	438	16 27	19 01	21 18
256	221	Groveland,	.	.	.	8,156 13	9,160 91	412	431	19 80	18 92	21 26

Table showing the comparative amounts of money expended for the support, etc. — Continued.

Rank according to the amount yielded for each child in the average membership of the public schools by the local tax for school support.	TOWNS AND CITIES.	AMOUNT EXPENDED FOR THE SUPPORT OF THE PUBLIC SCHOOLS FROM THE —		NUMBER OF CHILDREN —		Amount of local tax for school support for each child between five and fifteen years of age.	AMOUNT YIELDED FOR EACH CHILD IN THE AVERAGE MEMBERSHIP OF THE PUBLIC SCHOOLS BY THE —	
		Local tax only.	Local tax plus the State and other contributions.	In town between five and fifteen years of age.	In the average membership of the public schools.		Local tax for support.	Local tax plus the State and other contributions.
1900-1.								
211	Marblehead, .	\$22,888 42	\$22,888 42	1,008	1,212	\$22 71	\$18 88	\$18 88
235	East Bridgewater, .	9,236 61	10,643 21	497	490	18 53	18 85	21 52
210	West Bridgewater, .	5,186 84	6,120 29	308	276	16 83	18 79	22 17
200	Hudson, .	19,106 52	19,875 08	1,008	1,017	18 95	18 79	19 54
245	Carlisle, .	1,220 67	2,270 88	79	65	15 45	18 78	34 92
209	Sterling, .	4,030 58	6,016 77	213	215	18 92	18 75	27 98
240	Dudley, .	7,128 26	8,338 70	660	381	10 80	18 71	21 89
186	New Braintree, .	1,159 03	2,452 11	78	62	14 86	18 69	36 32
132	Edgartown, .	2,968 10	3,480 60	146	159	20 33	18 67	21 89
308	Peru, .	483 52	1,241 60	45	26	10 74	18 60	47 75
232	Hanson, .	3,577 48	4,502 72	210	193	17 04	18 54	23 33
151	Holliston, .	8,221 63	10,746 07	415	444	19 81	18 52	24 20
138	North Reading, .	2,535 52	3,893 60	153	137	16 57	18 51	28 42
190	Douglas, .	5,250 21	5,944 77	304	284	17 27	18 49	20 93
251	Rutland, .	3,679 51	4,590 50	234	200	15 72	18 40	22 95
231	Raynham, .	3,861 34	4,724 09	250	211	15 45	18 30	22 39
105	Bolton, .	1,970 41	3,788 21	116	108	16 99	18 24	35 08
229	Georgetown, .	4,825 00	5,873 28	293	265	16 47	18 21	22 16
208	Mansfield, .	12,582 42	14,365 97	710	692	17 72	18 18	20 76
260	Gloucester, .	82,584 70	83,739 70	4,224	4,572	19 55	18 06	18 32
304	Brimfield, .	2,036 02	3,357 60	138	113	14 75	18 02	29 71
271	Maynard, .	9,801 92	10,390 00	601	549	16 31	17 85	18 93
292	Lanesborough, .	2,117 78	2,382 64	143	119	14 81	17 80	20 02
205	West Newbury, .	3,903 40	5,173 74	215	220	18 11	17 74	23 52
236	Swansea, .	4,506 13	5,753 04	273	254	16 51	17 74	22 65
265	Truro, .	2,210 42	2,815 20	148	125	14 94	17 68	22 52
281	Mills, .	3,854 50	4,558 34	235	218	16 40	17 68	20 91
222	Easthampton, .	16,153 89	18,166 91	1,069	917	15 11	17 63	19 81
1901-2.								

SCHOOL RETURNS.

CV

212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250
Hubbardston,	Harwich,	Pepperell,	Ayer,	Sturbridge,	Hadley,	Rockport,	Ipswich,	Mendon,	New Marlborough,	Southampton,	Medway,	Essex,	Westport,	Boylston,	Leyden,	Boxborough,	Chester,	Eastham,	Windsor,	Hinsdale,	Shutesbury,	Templeton,	Avon,	Provincetown,	Shirley,	Granville,	Huntington,	Wendell,	Becket,	Egremont,	Hatfield,	Granby,	Dennis,	Winchendon,	Monroe,	Ashfield,	Erving,	Freetown,
250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288
3,498 75	6,814 47	13,490 52	7,862 07	5,674 43	4,157 13	13,354 16	12,251 36	2,456 17	3,111 45	2,287 61	7,517 86	4,826 98	6,493 00	1,836 36	915 80	784 67	4,231 84	1,158 55	1,251 68	3,928 47	968 95	8,873 90	5,099 36	11,831 46	3,705 47	2,482 45	4,524 96	1,107 33	2,291 83	1,404 88	3,141 27	1,891 38	6,508 77	12,918 38	700 01	2,483 08	2,734 68	3,488 59
4,484 66	7,484 72	14,286 96	8,905 61	6,918 16	5,266 00	13,587 03	14,807 43	3,645 92	4,030 98	3,641 66	9,522 30	5,255 56	7,635 60	2,900 00	1,819 80	2,140 75	6,479 92	2,201 47	2,323 71	4,673 96	2,082 41	10,410 23	5,482 36	12,854 49	5,172 36	4,039 78	5,433 67	2,093 92	3,741 54	2,809 50	4,254 51	3,326 82	7,782 46	22,826 04	1,918 40	4,228 60	4,383 81	4,201 53
204	374	662	467	369	277	820	765	163	221	178	434	306	536	147	69	51	274	82	93	247	77	653	307	771	259	183	289	112	191	96	220	108	338	970	51	156	173	246
200	361	775	456	330	242	782	725	146	185	137	452	292	396	112	56	48	259	71	77	243	60	553	318	739	232	156	285	70	145	89	199	120	417	347	46	164	181	231
17 15	16 88	20 38	16 84	15 38	15 01	16 29	16 01	15 07	14 08	12 85	17 32	15 77	12 11	12 49	13 27	15 39	15 44	14 13	13 46	15 90	12 58	13 59	16 61	15 35	14 31	13 57	15 66	9 89	12 00	14 63	14 28	17 51	19 26	13 32	13 73	15 92	15 81	14 18
17 49	17 49	17 41	17 24	17 20	17 18	17 08	16 90	16 82	16 82	16 70	16 63	16 53	16 40	16 40	16 35	16 35	16 34	16 32	16 25	16 17	16 15	16 05	16 04	16 01	15 97	15 91	15 88	15 82	15 81	15 79	15 79	15 76	15 61	15 25	15 22	15 14	15 11	15 10
22 17	20 73	18 43	19 53	20 96	21 76	17 37	20 42	24 97	21 79	26 53	21 07	18 00	19 28	25 99	32 50	44 60	25 02	31 01	30 18	19 23	34 71	18 83	17 24	17 39	22 29	25 90	19 07	29 91	25 80	31 57	21 38	27 72	18 59	26 95	41 70	25 78	24 22	18 18

BOARD OF EDUCATION.

Table showing the comparative amounts of money raised by taxation, etc. — Concluded.

Rank according to the amount yielded for each child in the average membership of the public schools by the local tax for school support.	TOWNS AND CITIES.	AMOUNT EXPENDED FOR THE SUPPORT OF THE PUBLIC SCHOOLS FROM THE —		NUMBER OF CHILDREN —		Amount of local tax for school support for each child between five and fifteen years of age.	AMOUNT YIELDED FOR EACH CHILD IN THE AVERAGE MEMBERSHIP IN THE PUBLIC SCHOOLS BY THE —	
		Local tax only.	Local tax plus the State and other contributions.	In town between five and fifteen years of age.	In the average membership of the public schools.		Local tax for support.	Local tax plus the State and other contributions.
1900-1.	1901-2.							
294	289	\$5,750 72	\$6,078 90	375	381	\$15 34	\$15 09	\$15 96
309	290	3,370 65	4,269 76	214	224	15 75	15 05	19 06
273	291	2,451 42	3,574 50	182	163	13 47	15 04	21 93
311	292	5,298 64	7,746 08	375	359	14 13	14 76	21 58
238	293	1,936 72	2,466 31	160	132	12 10	14 67	18 68
300	294	3,871 61	5,115 69	274	264	14 13	14 67	19 38
310	295	1,055 24	1,563 20	71	72	14 86	14 66	21 71
281	296	13,245 92	13,934 00	1,039	905	12 75	14 64	15 40
312	297	3,421 44	4,356 38	275	234	12 44	14 62	18 62
258	298	1,000 00	1,966 99	86	69	11 63	14 49	28 51
293	299	1,631 50	2,462 81	140	113	11 65	14 44	21 79
277	300	3,962 13	5,676 07	322	276	12 30	14 36	20 20
223	301	1,504 39	3,181 47	139	106	10 82	14 19	30 01
306	302	1,630 91	3,250 28	173	115	9 43	14 18	28 26
315	303	4,279 51	6,017 95	330	302	12 97	14 17	19 93
278	304	1,003 00	1,917 44	91	71	11 02	14 13	27 01
326	305	804 37	2,218 10	63	58	12 77	13 87	38 24
296	306	2,026 24	2,632 73	148	147	13 69	13 78	18 59
275	307	6,166 04	6,807 22	579	450	10 65	13 70	15 13
289	308	3,743 92	4,575 67	331	275	11 31	13 61	16 64
329	309	768 97	1,737 38	76	57	10 12	13 49	30 48
299	310	1,734 80	3,206 89	140	129	12 39	13 45	24 86
349	311	322 57	1,098 95	25	24	12 90	13 44	45 79
248	312	1,060 92	2,191 15	116	79	9 15	13 43	27 74
321	313	927 32	1,532 47	76	70	12 20	13 25	21 89
194	314	427 95	1,033 95	38	33	11 26	12 97	31 33
322	315	1,422 96	2,905 04	141	110	10 09	12 94	26 41
344	316	924 24	2,094 86	90	73	10 27	12 66	28 70

SCHOOL RETURNS.

270	317	Rowley, .	2,383 36	3,371 44	216	189	11 09	12 61	17 84
284	318	Sandisfield, .	1,044 35	2,188 21	89	84	11 73	12 43	26 05
320	319	Chesterfield, .	969 39	1,901 30	100	78	9 69	12 43	24 38
302	320	Rehoboth, .	3,118 14	3,856 22	288	251	10 83	12 42	15 36
307	321	Tyringham, .	607 97	1,440 68	51	49	11 92	12 41	29 40
262	322	Seekonk, .	2,632 19	4,046 50	235	213	11 20	12 36	19 00
324	323	New Salem, .	1,864 51	3,127 06	116	152	16 07	12 27	20 57
328	324	Royalston, .	1,909 20	3,337 07	162	156	11 79	12 24	21 39
257	325	Otis, .	781 43	1,733 51	73	64	10 70	12 21	27 09
291	326	Montgomery, .	600 00	1,670 22	56	51	10 71	11 76	32 75
341	327	Leverett, .	1,180 10	2,181 51	124	101	9 52	11 68	21 60
336	328	Berkley, .	1,791 59	3,139 42	173	154	10 36	11 63	20 39
335	329	Belchertown, .	4,939 38	6,723 22	422	425	11 70	11 62	15 82
338	330	West Stockbridge, .	2,116 03	3,550 73	200	183	10 58	11 56	19 40
330	331	Southwick, .	2,001 51	4,315 24	226	180	8 86	11 12	23 97
331	332	Charlemont, .	2,025 17	4,678 40	161	183	12 58	11 07	25 57
351	333	Plainfield, .	793 36	1,861 78	89	73	8 91	10 87	25 50
333	334	Dana, .	1,135 59	2,154 32	117	106	9 70	10 71	20 32
334	335	Savoy, .	897 32	2,138 60	92	84	9 75	10 68	25 46
325	336	Gosnold, .	200 00	507 65	19	19	10 53	10 53	26 72
323	337	Westhampton, .	1,022 62	2,501 52	120	98	8 52	10 43	25 53
283	338	Holland, .	225 00	748 76	25	22	9 00	10 23	34 03
313	339	Mashpee, .	590 40	1,553 48	67	59	8 81	10 01	26 33
347	340	Florida, .	800 00	2,073 36	86	82	9 30	9 83	25 28
346	341	Pelham, .	656 22	1,748 43	100	67	6 56	9 79	26 10
276	342	Oakham, .	765 05	2,277 13	88	81	8 69	9 45	28 11
316	343	Chilmark, .	299 87	1,258 58	42	32	7 14	9 37	39 33
342	344	Cummington, .	1,311 40	3,533 96	170	144	7 71	9 11	24 54
337	345	Monterey, .	578 76	2,013 41	95	64	6 09	9 04	31 46
332	346	New Ashford, .	106 00	372 34	19	12	5 58	8 83	31 03
348	347	Middlefield, .	847 27	2,361 46	92	105	9 21	8 07	22 49
340	348	Heath, .	548 60	1,911 50	82	77	6 69	7 12	24 82
352	349	Worthington, .	738 80	2,287 19	128	113	5 77	6 54	20 24
343	350	Clarksburg, .	899 41	2,435 49	252	163	3 57	5 52	14 94
350	351	Goshen, .	212 48	1,265 23	64	48	3 32	4 43	26 36
264	352	Tolland, .	240 03	1,376 11	63	60	3 81	4 00	22 93
353	353	Gay Head, .	108 00	808 05	36	34	3 00	3 18	23 77

II. GRADUATED VALUATION TABLE.

A graduated table in which all the towns in the State are numerically arranged according to the proportion of their taxable property appropriated for the support of public schools for the year 1901-1902.

For 1900-1901, by the State valuation of 1900.	For 1901-1902, by the State valuation of 1901.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.	For 1900-1901, by the State valuation of 1900.	For 1901-1902, by the State valuation of 1901.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.
1	1	West Boylston, .	\$9 20	22	48	South Hadley, .	\$6 32
2	2	Warren, . . .	8 79	80	49	Saugus, . . .	6 32
12	3	E. Longmeadow, .	8 56	41	50	Truro, . . .	6 31
7	4	Huntington, . .	8 50	102	51	Westford, . .	6 31
9	5	Groveland, . . .	8 29	37	52	Rockland, . .	6 29
64	6	Dighton, . . .	8 18	27	53	Mansfield, . .	6 28
6	7	Abington, . . .	7 94	46	54	Dennis, . . .	6 26
3	8	Spencer, . . .	7 53	47	55	Hudson, . . .	6 26
4	9	Palmer,	7 51	31	56	Norwell, . . .	6 23
5	10	Grafton,	7 46	75	57	Middleborough, .	6 17
18	11	N. Attleborough, .	7 25	56	58	Natick,	6 16
8	12	Wrentham, . . .	7 20	67	59	Lee,	6 14
26	13	Auburn,	7 12	84	60	Westfield, . . .	6 13
13	14	Merrimac, . . .	7 02	96	61	Williamsburg, .	6 13
11	15	Adams,	6 95	51	62	Pepperell, . . .	6 12
15	16	Orange,	6 95	109	63	Agawam,	6 05
14	17	Buckland,	6 94	63	64	Bellingham, . .	6 04
17	18	Brookfield, . . .	6 81	52	65	E. Bridgewater, .	6 03
40	19	Hinsdale,	6 77	24	66	Tyngsborough, .	6 02
85	20	Erving,	6 76	50	67	Whitman,	6 00
32	21	North Brookfield, .	6 75	116	68	Barre,	6 00
33	22	Monson,	6 74	125	69	Sheffield, . . .	5 99
34	23	Chester,	6 74	57	70	Malden,	5 98
39	24	Millbury,	6 74	69	71	Leominster, . . .	5 98
10	25	Colrain,	6 71	71	72	Foxborough, . .	5 98
45	26	Ware,	6 71	54	73	Sturbridge, . . .	5 95
20	27	Gardner,	6 67	81	74	Everett,	5 94
70	28	Chatham,	6 66	110	75	Williamstown, .	5 93
16	29	Orleans,	6 65	106	76	Braintree, . . .	5 92
35	30	Weymouth,	6 62	82	77	Ashburnham, . .	5 91
23	31	Templeton,	6 58	126	78	Avon,	5 91
53	32	Randolph,	6 58	29	79	Charlemont, . . .	5 90
28	33	Granville,	6 56	83	80	North Adams, . .	5 90
25	34	Holden,	6 54	43	81	Northborough, .	5 89
60	35	Norton,	6 51	55	82	Marlborough, . .	5 87
38	36	Provincetown, . .	6 50	59	83	Belchertown, . .	5 85
42	37	Montague,	6 49	93	84	Littleton,	5 85
87	38	Ashby,	6 49	149	85	Southborough, .	5 84
30	39	Holbrook,	6 48	143	86	Oxford,	5 72
36	40	Ashland,	6 45	95	87	Rutland,	5 69
49	41	Northbridge, . . .	6 45	68	88	Southbridge, . .	5 68
58	42	Bridgewater, . . .	6 44	100	89	Savoy,	5 68
79	43	Somerset,	6 39	89	90	Greenfield, . . .	5 66
115	44	Norwood,	6 38	240	91	Bernardston, . .	5 65
230	45	Windsor,	6 37	105	92	Walpole,	5 63
19	46	New Salem, . . .	6 36	111	93	Methuen,	5 63
44	47	Wayland,	6 33	144	94	Reading,	5 63

SCHOOL RETURNS.

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112	95	Harwich, . . .	\$5 62	91	100	Framingham, . .	\$4 92
153	96	N. Marlborough, .	5 58	179	157	Tewksbury, . . .	4 92
169	97	Milford, . . .	5 54	179	158	Chelsea, . . .	4 92
88	98	Hubbardston, . .	5 51	209	159	Acushnet, . . .	4 92
177	99	Hawley, . . .	5 49	255	160	W. Bridgewater, .	4 92
104	100	Attleborough, . .	5 48	180	161	Amherst, . . .	4 91
61	101	Hopkinton, . . .	5 46	180	162	Sandwich, . . .	4 91
98	102	West Brookfield, .	5 45	133	163	Uxbridge, . . .	4 90
74	103	Clinton, . . .	5 44	156	164	Sudbury, . . .	4 89
48	104	Holliston, . . .	5 43	103	165	Georgetown, . . .	4 88
171	105	Leicester, . . .	5 43	145	166	Westborough, . .	4 88
130	106	Brockton, . . .	5 42	165	167	Upton, . . .	4 88
263	107	Warwick, . . .	5 42	170	168	Essex, . . .	4 86
77	108	Wilbraham, . . .	5 41	177	169	Cheshire, . . .	4 86
62	109	Dudley, . . .	5 41	117	170	Douglas, . . .	4 83
113	110	Hanover, . . .	5 39	128	171	Dracut, . . .	4 83
119	111	Chicopee, . . .	5 37	172	172	Rockport, . . .	4 82
99	112	W. Springfield, . .	5 36	214	173	Stoneham, . . .	4 82
171	113	Danvers, . . .	5 36	168	174	Medford, . . .	4 81
164	114	Kingston, . . .	5 35	174	175	Hingham, . . .	4 80
120	115	Concord, . . .	5 33	242	176	Pembroke, . . .	4 80
252	116	Florida, . . .	5 32	233	177	Prescott, . . .	4 79
78	117	Chelmsford, . . .	5 31	161	178	Sunderland, . . .	4 77
66	118	Medway, . . .	5 30	181	179	Revere, . . .	4 76
278	119	Rowe, . . .	5 30	184	180	Fitchburg, . . .	4 74
114	120	Shelburne, . . .	5 29	194	181	Holyoke, . . .	4 73
132	121	Taunton, . . .	5 28	177	182	Westhampton, . .	4 72
122	122	Richmond, . . .	5 27	127	183	Brewster, . . .	4 71
166	123	Peabody, . . .	5 27	302	184	Wendell, . . .	4 70
134	124	Wakefield, . . .	5 25	182	185	Townsend, . . .	4 69
168	125	Shutesbury, . . .	5 25	188	186	Winchendon, . . .	4 69
92	126	Wilmington, . . .	5 24	198	187	Great Barrington, .	4 69
178	127	Mills, . . .	5 24	166	188	Needham, . . .	4 68
131	128	Northampton, . .	5 22	237	189	Hampden, . . .	4 68
90	129	Westminster, . . .	5 21	200	190	Franklin, . . .	4 64
136	130	Blandford, . . .	5 21	200	191	Southampton, . .	4 61
163	131	Somerville, . . .	5 21	200	192	Worcester, . . .	4 61
172	132	Hardwick, . . .	5 21	229	193	Plainfield, . . .	4 60
139	133	Wales, . . .	5 20	221	194	Lowell, . . .	4 58
171	134	Raynham, . . .	5 20	201	195	Lawrence, . . .	4 57
123	135	Pittsfield, . . .	5 16	202	196	Lynn, . . .	4 56
146	136	W. Stockbridge, . .	5 16	72	197	Sterling, . . .	4 56
142	137	Woburn, . . .	5 13	212	198	Ashfield, . . .	4 53
157	138	Stoughton, . . .	5 12	183	199	Springfield, . . .	4 53
148	139	Hanson, . . .	5 11	219	200	Swansea, . . .	4 52
73	140	Melrose, . . .	5 07	226	201	Canton, . . .	4 51
94	141	Sutton, . . .	5 07	227	202	Arlington, . . .	4 51
101	142	Brimfield, . . .	5 07	262	203	Billerica, . . .	4 50
155	143	Quincy, . . .	5 05	141	204	Lanesborough, . .	4 50
162	144	Becket, . . .	5 04	246	205	Monroe, . . .	4 47
175	145	Conway, . . .	5 02	124	206	Shrewsbury, . . .	4 47
176	146	Athol, . . .	5 02	205	207	Carver, . . .	4 47
187	147	Gloucester, . . .	5 02	210	208	Mendon, . . .	4 46
171	148	Haverhill, . . .	5 01	220	209	Middleton, . . .	4 45
121	149	Dalton, . . .	5 00	342	210	Maynard, . . .	4 44
138	150	Bathampton, . . .	5 00	199	211	Amesbury, . . .	4 44
162	151	Ayer, . . .	4 99	216	212	Leyden, . . .	4 44
195	152	Salisbury, . . .	4 99	111	213	Andover, . . .	4 43
86	153	Blackstone, . . .	4 97	167	214	Dedham, . . .	4 41
177	154	Fairhaven, . . .	4 95	215	215	Marshfield, . . .	4 40
173	155	Ludlow, . . .	4 94	216	216	Norfolk, . . .	4 40

BOARD OF EDUCATION.

For 1900-1901, by the State valuation of 1900.	For 1901-1902, by the State valuation of 1901.	TOWNS AND CITIES.	Amount appropri- ated to the support of public schools for each thousand dollars of valua- tion.	For 1900-1901, by the State valuation of 1900.	For 1901-1902, by the State valuation of 1901.	TOWNS AND CITIES.	Amount appropri- ated to the support of public schools for each thousand dollars of valua- tion.
189	217	Northfield, .	\$4 39	318	278	Eastham, .	\$3 61
245	218	Winchester, .	4 34	76	279	Heath, .	3 59
217	219	Cambridge, .	4 33	247	280	Enfield, .	3 59
231	220	Cummington, .	4 32	293	281	Dartmouth, .	3 57
287	221	Middlefield, .	4 30	256	282	Longmeadow, .	3 55
215	222	Freetown, .	4 29	291	283	Medfield, .	3 54
211	223	Princeton, .	4 28	281	284	Pelham, .	3 53
244	224	Bedford, .	4 28	239	285	Otis, .	3 48
213	225	Boylston, .	4 26	349	286	Mt. Washington, .	3 47
276	226	Belmont, .	4 23	296	287	New Bedford, .	3 46
232	227	Hyde Park, .	4 21	284	288	Lenox, .	3 45
267	228	Leverett, .	4 21	305	289	Newburyport, .	3 45
234	229	Acton, .	4 20	320	290	Plympton, .	3 44
243	230	Sherborn, .	4 17	295	291	Watertown, .	3 40
248	231	Peru, .	4 17	270	292	Chesterfield, .	3 39
225	232	Gay Head, .	4 15	279	293	Lakeville, .	3 36
249	233	Shirley, .	4 15	310	294	Lancaster, .	3 36
238	234	Greenwich, .	4 14	312	295	Scituate, .	3 36
253	235	Waltham, .	4 13	273	296	Rowley, .	3 34
135	236	Westport, .	4 11	290	297	Marblehead, .	3 34
97	237	Paxton, .	4 10	269	298	Westwood, .	3 33
257	238	Harvard, .	4 09	300	299	Bourne, .	3 32
258	239	Wareham, .	4 09	309	300	Russell, .	3 31
204	240	Berkley, .	4 08	282	301	Topsfield, .	3 29
218	241	Lunenburg, .	4 08	283	302	Boxborough, .	3 28
236	242	Salem, .	4 06	241	303	Mashpee, .	3 27
140	243	Bolton, .	4 04	306	304	Newton, .	3 27
191	244	Rehoboth, .	4 02	317	305	Hancock, .	3 27
265	245	Easton, .	4 02	316	306	Carlisle, .	3 24
159	246	West Newbury, .	4 01	207	307	Sandisfield, .	3 22
185	247	Charlton, .	4 01	333	308	Hopedale, .	3 20
261	248	Southwick, .	4 01	275	309	Webster, .	3 19
235	249	Edgartown, .	4 00	328	310	Egremont, .	3 16
288	250	Hadley, .	3 99	321	311	Wellfleet, .	3 14
272	251	Rochester, .	3 97	314	312	Wellesley, .	3 13
228	252	Montgomery, .	3 96	280	313	Gill, .	3 10
197	253	Barnstable, .	3 95	294	314	Tisbury, .	3 08
154	254	North Reading, .	3 94	313	315	Berlin, .	3 02
196	255	Dunstable, .	3 94	327	316	Stockbridge, .	3 02
223	256	Plymouth, .	3 94	319	317	Duxbury, .	2 93
129	257	Granby, .	3 92	311	318	Holland, .	2 90
203	258	Petersham, .	3 91	292	319	New Braintree, .	2 87
254	259	Washington, .	3 90	315	320	West Tisbury, .	2 87
260	260	Fall River, .	3 89	308	321	Swampscott, .	2 84
224	261	Deerfield, .	3 86	304	322	Tyringham, .	2 74
298	262	Newbury, .	3 86	325	323	Weston, .	2 72
307	263	Royalston, .	3 86	323	324	Hatfield, .	2 69
264	264	Lexington, .	3 85	324	325	Milton, .	2 66
259	265	North Andover, .	3 82	341	326	Hamilton, .	2 60
277	266	Sharon, .	3 82	301	327	Seekonk, .	2 57
289	267	Burlington, .	3 82	299	328	Alford, .	2 56
251	268	Stow, .	3 78	297	329	Monterey, .	2 52
326	269	Phillipston, .	3 78	339	330	Cottage City, .	2 51
271	270	Winthrop, .	3 75	330	331	Mattapoisett, .	2 49
285	271	Beverly, .	3 75	335	332	Cohasset, .	2 41
286	272	Halifax, .	3 75	340	333	Boston, .	2 39
21	273	Clarksburg, .	3 71	331	334	Yarmouth, .	2 38
222	274	Lynnfield, .	3 67	346	335	Worthington, .	2 38
274	275	Groton, .	3 64	250	336	Oakham, .	2 37
266	276	Ipswich, .	3 63	322	337	Boxford, .	2 29
268	277	Dana, .	3 61	337	338	Nantucket, .	2 29

For 1900-1901, by the State valuation of 1900.	For 1901-1902, by the State valuation of 1901.	TOWNS AND CITIES.	Amount appropri- ated to the support of public schools for each thousand dollars of valua- tion.	For 1900-1901, by the State valuation of 1900.	For 1901-1902, by the State valuation of 1901.	TOWNS AND CITIES.	Amount appropri- ated to the support of public schools for each thousand dollars of valua- tion.
343	339	Falmouth, . .	\$2 29	350	347	Hull, . . .	\$1 73.
332	340	Marion, . . .	2 21	147	348	Tolland, . .	1 61
329	341	Dover, . . .	2 20	336	349	Goshen, . . .	1 50
334	342	Lincoln, . . .	2 16	351	350	Manchester, .	1 37
344	343	Wenham, . . .	2 10	347	351	Chilmark, . .	1 31
303	344	Whately, . . .	2 06	352	352	Nahant, . . .	1 10
345	345	New Ashford, .	2 01	353	353	Gosnold, . . .	85
348	346	Brookline, . .	1 91				

III. GRADUATED ATTENDANCE TABLE.

In which all the towns in the State are numerically arranged according to the AVERAGE ATTENDANCE of the children upon the public schools for the year 1901-1902.

	TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, ex- pressed in decimals.		TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, ex- pressed in decimals.
1	Yarmouth, .	162	202	1.25	41	Townsend, .	232	228	.98
2	Melrose, .	1,997	2,440	1.22	42	Rockland, .	951	931	.98
3	Bourne, .	236	276	1.17	43	Littleton, .	187	183	.98
4	Dennis, .	338	392	1.16	44	Stoneham, .	928	908	.98
5	New Salem, .	116	133	1.15	45	Marshfield, .	248	242	.98
6	Tisbury, .	137	151	1.10	46	West Tisbury, .	41	40	.98
7	Marblehead, .	1,008	1,103	1.09	47	Bridgewater, .	725	706	.97
8	Andover, .	947	1,014	1.07	48	Groveland, .	412	401	.97
9	Merrimac, .	337	359	1.07	49	Wakefield, .	1,732	1,680	.97
10	Middlefield, .	92	98	1.07	50	Warren, .	775	751	.97
11	Gloucester, .	4,224	4,434	1.05	51	Middleborough, .	1,075	1,038	.97
12	Orleans, .	169	177	1.05	52	Pepperell, .	662	638	.96
13	West Boylston, .	301	315	1.05	53	Foxborough, .	479	460	.96
14	Charlemont, .	161	168	1.04	54	Hanover, .	316	303	.96
15	Wayland, .	398	415	1.04	55	Medway, .	434	415	.96
16	Shelburne, .	214	222	1.04	56	Reading, .	890	850	.96
17	Ashland, .	252	261	1.04	57	Saugus, .	1,065	1,016	.95
18	Everett, .	4,456	4,602	1.03	58	Sudbury, .	167	159	.95
19	Hingham, .	742	764	1.03	59	Abington, .	746	710	.95
20	Natick, .	1,562	1,603	1.03	60	Hudson, .	1,008	955	.95
21	Kingston, .	335	343	1.02	61	Monson, .	596	564	.95
22	Braintree, .	1,023	1,046	1.02	62	West Newbury, .	215	203	.94
23	Weymouth, .	1,852	1,893	1.02	63	N. Attleboro', .	1,230	1,159	.94
24	Concord, .	859	878	1.02	64	W. Springfield, .	1,379	1,297	.94
25	Dedham, .	1,266	1,289	1.02	65	Randolph, .	635	596	.94
26	Westborough, .	643	649	1.01	66	Milton, .	1,218	1,143	.94
27	Granby, .	108	109	1.01	67	Mattapoisett, .	144	135	.94
28	Barnstable, .	636	640	1.01	68	Weston, .	238	223	.94
29	Holliston, .	415	416	1.00	69	Ashburnham, .	375	351	.94
30	Whitman, .	1,029	1,028	1.00	70	Ashfield, .	166	146	.94
31	Amherst, .	692	691	1.00	71	Conway, .	214	200	.93
32	Wellesley, .	652	650	1.00	72	Upton, .	301	281	.93
33	Framingham, .	1,858	1,849	1.00	73	Lenox, .	528	492	.93
34	Edgartown, .	146	145	.99	74	Avon, .	307	286	.93
35	Greenfield, .	1,324	1,311	.99	75	Leicester, .	579	539	.93
36	Erving, .	173	171	.99	76	Fairhaven, .	557	517	.93
37	Wrentham, .	411	406	.99	77	Billerica, .	468	434	.93
38	Lexington, .	623	614	.99	78	Hopedale, .	274	254	.93
39	Easton, .	921	907	.98	79	Orange, .	1,079	1,000	.93
40	Ashby, .	120	118	.98	80	Nahant, .	108	100	.93

SCHOOL RETURNS.

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				No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
82	Winchester, .	1,412	1,303	.92		.86
83	Buckland, .	274	252	.92		.86
84	Cohasset, .	402	369	.92		.86
85	E. Bridgewater, .	497	456	.92		.86
86	Halifax, .	71	65	.92		.86
87	Rockport, .	820	748	.91		.86
88	Wellfleet, .	125	114	.91		.86
89	Northbridge, .	1,220	1,112	.91		.86
90	Mansfield, .	710	646	.91		.86
91	Harwich, .	374	340	.91		.86
92	Needham, .	777	616	.91		.86
93	Southborough, .	284	258	.91		.86
94	Brookline, .	3,060	2,772	.91		.86
95	Groton, .	368	333	.90		.86
96	Medfield, .	239	216	.90		.86
97	Ayer, .	467	422	.90		.86
98	Chatham, .	247	223	.90		.86
99	Hinsdale, .	247	223	.90		.86
100	Heath, .	82	74	.90		.86
101	Sheffield, .	263	228	.90		.86
102	Scituate, .	398	358	.90		.86
103	Leominster, .	2,074	1,864	.90		.86
104	Uxbridge, .	627	563	.90		.86
105	Marion, .	126	122	.90		.86
106	Walpole, .	595	533	.90		.86
107	Belchertown, .	422	378	.90		.86
108	Princeton, .	133	119	.90		.86
109	Plymouth, .	1,539	1,377	.90		.86
110	Gardner, .	1,928	1,722	.90		.86
111	Falmouth, .	477	422	.89		.86
112	Hubbardston, .	204	182	.89		.86
113	Provincetown, .	771	687	.89		.86
114	Petersham, .	109	97	.89		.86
115	Brookfield, .	496	443	.89		.86
116	Medford, .	3,503	3,113	.89		.86
117	Quincy, .	5,341	4,670	.88		.86
118	Dalton, .	516	456	.88		.86
119	Lancaster, .	427	377	.88		.86
120	Boxborough, .	61	46	.88		.86
121	Huntington, .	289	256	.88		.86
122	Norfolk, .	136	120	.88		.86
123	Beverly, .	2,342	2,066	.88		.86
124	Norwell, .	220	194	.88		.86
125	Barnardston, .	110	97	.88		.86
126	Hatfield, .	220	194	.88		.86
127	Mt. Washington, .	25	22	.88		.86
128	Duxbury, .	257	223	.88		.86
129	Newton, .	5,482	4,810	.87		.86
130	Williamsburg, .	776	628	.87		.86
131	Northborough, .	373	326	.87		.86
132	Brewster, .	134	117	.87		.86
133	Florida, .	86	75	.87		.86
134	Winthrop, .	1,004	923	.87		.86
135	Holbrook, .	425	370	.87		.86
136	Nantucket, .	391	340	.87		.86
137	South Hadley, .	721	715	.87		.86
138	Wareham, .	771	695	.87		.86
139	Westfield, .	2,099	1,818	.87		.86
140	Somerville, .	10,715	9,269	.87		.86
142	Westford, .					.86
143	Wilmington, .					.86
144	Oakham, .					.86
145	N. Andover, .					.86
146	W. Brookfield, .					.86
147	Athol, .				1,	.86
148	Rochester, .					.86
149	Ipswich, .					.86
150	St. Barrington, .					.86
151	Barre, .					.86
152	Chelmsford, .					.86
153	Dana, .					.86
154	Danvers, .				1,	.86
155	Topsfield, .					.86
156	Brockton, .				7,	.86
157	Enfield, .					.86
158	Cambridge, .				15,	.86
159	Springfield, .				10,	.86
160	Essex, .					.86
161	Freetown, .					.86
162	Stockbridge, .					.86
163	Maynard, .					.86
164	Royalston, .					.86
165	E. Longm'dow, .					.86
166	Shrewsbury, .					.86
167	Stow, .					.86
168	Gosnold, .					.86
169	Shirley, .					.86
170	Hawley, .					.86
171	Taunton, .				5,	.86
172	Cottage City, .					.86
173	Millbury, .					.86
174	Swansea, .					.86
175	Sandwich, .					.86
176	Malden, .				6,	.86
177	Westminster, .					.86
178	Sandisfield, .					.86
179	Pembroke, .					.86
180	Mendon, .					.86
181	Harvard, .					.86
182	Bolton, .					.86
183	Belmont, .					.86
184	Millis, .					.86
185	Chester, .					.86
186	W. Bridgewater, .					.86
187	Hanson, .					.86
188	Sturbridge, .					.86
189	Northfield, .					.86
190	Swampscott, .					.86
191	Norwood, .				1,	.86
192	Manchester, .					.86
193	Montgomery, .					.86
194	Attleborough, .				2,	.86
195	Georgetown, .					.86
196	Boxford, .					.86
197	Wilbraham, .					.86
198	Acton, .					.86
199	Hadley, .					.86
200	Arlington, .				1,	.86

	TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, ex- pressed in decimals.		TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, ex- pressed in decimals.
201	Worcester, .	20,754	16,833	.81	261	Rowe, .	90	67	.74
202	Revere, .	2,280	1,848	.81	262	Plainfield, .	89	66	.74
203	W. Stockbridge, .	200	162	.81	263	Haverhill, .	5,971	4,425	.74
204	Tolland, .	63	51	.81	264	Otis, .	73	54	.74
205	Dighton, .	296	239	.81	265	Truro, .	148	109	.74
206	Richmond, .	140	113	.81	266	Hull, .	193	142	.74
207	Mashpee, .	67	54	.81	267	Leverett, .	124	91	.73
208	Gay Head, .	36	29	.81	268	Montague, .	1,337	980	.73
209	Williamstown, .	867	698	.81	269	Plympton, .	52	38	.73
210	Tyringham, .	51	41	.80	270	Ludlow, .	549	400	.73
211	Egremont, .	96	77	.80	271	Norton, .	254	185	.73
212	Sunderland, .	126	101	.80	272	Granville, .	183	133	.73
213	Methuen, .	1,480	1,186	.80	273	Lincoln, .	139	101	.73
214	Rowley, .	215	172	.80	274	Rutland, .	234	170	.73
215	Holland, .	25	20	.80	275	Cheshire, .	191	138	.72
216	Milford, .	1,741	1,391	.80	276	Charlton, .	331	239	.72
217	Carver, .	169	135	.80	277	Blandford, .	147	106	.72
218	Grafton, .	904	721	.80	278	Dartmouth, .	596	429	.72
219	Dracut, .	533	425	.80	279	Tewksbury, .	492	354	.72
220	Blackstone, .	1,039	828	.80	280	Russell, .	140	100	.71
221	Palmer, .	1,227	977	.80	281	Brimfield, .	138	98	.71
222	Westhampton, .	120	95	.79	282	Leyden, .	69	49	.71
223	Easthampton, .	1,069	845	.79	283	Chesterfield, .	100	71	.71
324	Douglas, .	304	240	.79	284	Wales, .	141	100	.71
225	Cummington, .	170	134	.79	285	Southwick, .	226	160	.71
226	Lynn, .	10,946	8,611	.79	286	Acushnet, .	201	142	.71
227	Hamilton, .	252	198	.79	287	Longmeadow, .	143	101	.71
228	Paxton, .	70	55	.79	288	Lynnfield, .	112	79	.71
229	Winchendon, .	970	762	.79	289	Franklin, .	887	625	.70
230	Chelsea, .	6,442	5,060	.79	290	Newbury, .	220	155	.70
231	Bellingham, .	293	230	.78	291	New Marlboro', .	221	155	.70
232	Monroe, .	51	40	.78	292	Prescott, .	76	53	.70
233	Woburn, .	3,220	2,521	.78	293	Middleton, .	135	94	.70
234	Worthington, .	128	100	.78	294	Sharon, .	347	241	.69
235	Westwood, .	187	146	.78	295	Bedford, .	199	138	.69
236	Holden, .	496	387	.78	296	Wenham, .	150	104	.69
237	Boston, .	93,281	72,769	.78	297	Waltham, .	3,906	2,700	.69
238	Hancock, .	76	59	.78	298	Gill, .	139	96	.69
239	Dunstable, .	67	52	.78	299	Spencer, .	1,450	997	.69
240	Berkley, .	173	134	.77	300	Warwick, .	99	68	.69
241	Marlborough, .	2,754	2,127	.77	301	Southampton, .	178	122	.69
242	Peabody, .	2,039	1,572	.77	302	Stoughton, .	962	659	.69
243	Northampton, .	3,086	2,370	.77	303	Alford, .	38	26	.68
244	Oxford, .	512	392	.77	304	Greenwich, .	91	62	.68
245	Colrain, .	322	246	.76	305	Hyde Park, .	2,301	1,566	.68
246	Windsor, .	93	71	.76	306	Sutton, .	579	394	.68
247	Somerset, .	418	319	.76	307	Hampden, .	122	83	.68
248	Seekonk, .	235	179	.76	308	Boylston, .	147	100	.68
249	Templeton, .	653	497	.76	309	Canton, .	788	536	.68
250	Pittsfield, .	4,021	3,061	.76	310	New Braintree, .	78	53	.68
251	Clinton, .	2,478	1,876	.76	311	Dover, .	137	93	.68
252	Eastham, .	82	62	.76	312	Sherborn, .	233	158	.68
253	Lanesborough, .	143	108	.76	313	Tyngsborough, .	118	80	.68
254	Savoy, .	92	69	.75	314	Lakeville, .	160	108	.68
255	Rehoboth, .	288	216	.75	315	Washington, .	86	58	.67
256	Agawam, .	483	362	.75	316	Becket, .	191	128	.67
257	Salisbury, .	275	206	.75	317	Watertown, .	1,657	1,109	.67
258	Raynham, .	250	187	.75	318	Chilmark, .	42	28	.67
259	Carlisle, .	79	59	.75	319	Lowell, .	14,593	9,726	.67
260	Deerfield, .	315	235	.75	320	Lee, .	716	477	.67

SCHOOL RETURNS.

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TOWNS AND CITIES.				Average attendance upon school.				Ratio of attendance to the whole No. of children between 5 and 14, expressed in decimals.			
321	N. Brookfield,	890	592	.67	338	Lawrence,	10,899	6,534	.60		
322	Adams, . . .	2,323	1,536	.66	339	Wendell,	112	67	.60		
323	Goshen, . . .	64	47	.66	340	Whately,	116	69	.59		
324	Westport, . .	536	350	.65	341	Chicopee,	3,335	1,979	.60		
325	Ware,	1,560	1,005	.64	342	Fall River,	20,380	12,048	.59		
326	Salem,	6,092	3,924	.64	343	Monterey,	95	66	.59		
327	Clarksburg,	252	161	.64	344	Hardwick,	304	304	.58		
328	Lunenburg, . .	263	160	.63	345	Fitchburg,	6,111	3,517	.58		
329	North Adams,	4,516	2,837	.63	346	Shutesbury,	77	77	.58		
330	North Reading,	163	98	.63	347	Dudley, . . .	660	356	.54		
331	Newburyport,	1,561	1,061	.62	348	Holyoke,	9,820	5,222	.53		
332	New Bedford,	11,302	7,015	.62	349	New Ashford,	10	10	.53		
333	Pelham,	100	62	.62	350	Peru,	45	45	.51		
334	Auburn,	344	211	.61	351	Burlington,	83	41	.49		
335	Phillipston,	77	47	.61	352	Southbridge,	2,096	849	.40		
336	Berlin,	173	105	.61	353	Webster,	1,651	629	.38		
337	Amesbury,	1,554	939	.60							

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REPORT OF THE LIBRARIAN
OF THE
STATE LIBRARY
FOR THE
YEAR ENDING SEPTEMBER 30, 1902,
AND
ANNUAL SUPPLEMENT TO THE CATALOGUE.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1903.

APPROVED BY
THE STATE BOARD OF PUBLICATION.

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1902.

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Commonwealth of Massachusetts.

LIBRARIAN'S REPORT.

To the Honorable Legislature of Massachusetts.

The Librarian of the State Library, in accordance with section 30 of chapter 10 of the Revised Laws, submits the following report for the year ending Sept. 30, 1902 : —

ADDITIONS.

*Number of Volumes added to the Library from Oct. 1, 1901,
to Sept. 30, 1902.*

By purchase	2,252
domestic exchange	569
foreign exchange	66
donation	1,346
officers of government	162
	<hr/>
	4,395

Pamphlets.

By purchase	343
domestic exchange	139
foreign exchange	12
donation	3,403
officers of government	272
	<hr/>
	4,169

Maps	24
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FINANCIAL STATEMENT.

COMMONWEALTH OF MASSACHUSETTS IN ACCOUNT WITH STATE LIBRARY.

CR.

DR.	1901. Oct. 1 to Sept. 30, 1902.	Paid W. B. Clarke Co. for books and periodicals . Boston Book Co. " Little, Brown & Co. " Old Corner Bookstore " George E. Littlefield " West Publishing Co. " W. H. Halliday " H. M. Meek Pub. Co. " Americus Book Co. " D. Appleton & Co. " G. W. Bromley & Co. " William J. Nagle " John Byrne & Co. " Statute Law Book Co. " American Law Book Co. " Goodspeed's Book Shop " Graves & Steinberger " E. P. Robinson " Cumulative Index Co. " N. E. Hist. Gen. Society " Kelly & Co. " W. E. Shaw "	1901. \$2,494 66 1,273 40 1,184 05 336 07 292 19 242 10 220 57 84 65 52 40 51 00 50 00 45 00 40 00 36 20 24 00 23 00 19 00 27 00 10 00 10 00 10 00 10 00	Amount drawn from appropriation for 1901 . Amount drawn from appropriation for 1902 .	CR. \$55 00 8,903 15

Springfield Republican	"	.	8 00	
Worthington C. Ford	"	.	7 00	
G. & C. Meriam Co.	"	.	7 00	
Sampson, Murdock & Co.	"	.	5 00	
Miscellaneous bills for books	.	.	132 22	
Binding	.	.	953 55	
Messenger service	.	.	550 00	
Scrap books	.	.	190 00	
Postage	.	.	167 15	
Stationery	.	.	126 62	
Expressage	.	.	90 54	
Newspaper clippings	.	.	78 28	
Index cards	.	.	70 00	
Library stamp	.	.	25 00	
Label holders	.	.	12 50	
			\$8,958 15	\$8,958 15

By the foregoing account, which embraces the library year from Oct. 1, 1901, to Sept. 30, 1902, inclusive, it will be seen that the expenditures may be aggregated as follows : —

EXPENDITURES.									
Books, periodicals, pamphlets and maps									\$6,694 51
Binding									953 55
Messenger and other expenses									1,310 09
									<hr/>
									\$8,958 15

The amount expended for books, periodicals, pamphlets and maps each year, for the last ten years, has been as follows : —

1893	\$5,206 81
1894	4,355 32
1895	5,905 55
1896	5,261 31
1897	7,083 96
1898	6,453 68
1899	6,815 21
1900	6,543 14
1901	6,543 08
1902	6,694 51

GROWTH OF THE LIBRARY.

The following table of comparisons will show at a glance the annual additions that have been made to the library during the past ten years, and the general classification of sources from which they were received : —

Books.

	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.
By purchase	1,259	1,475	2,173	1,884	2,033	2,264	2,195	2,289	1,989	2,252
domestic exchange	446	423	664	560	526	606	498	471	759	569
foreign exchange	84	165	65	70	21	70	63	56	44	66
donation	937	1,038	1,175	1,123	1,332	1,257	1,222	1,334	1,749	1,346
officers of government	123	171	98	108	275	138	111	156	238	162
Totals	2,849	3,272	4,175	3,745	4,187	4,335	4,084	4,306	4,779	4,395

PAMPHLETS.

By purchase	266	440	376	837	632	567	428	396	301	343
domestic exchange	213	212	73	60	109	80	129	168	388	139
foreign exchange	20	88	19	20	45	9	8	11	31	12
donation	2,811	3,393	2,612	3,375	4,220	3,968	3,643	3,397	3,301	3,403
officers of government	217	182	122	170	218	515	183	1,412	395	272
Totals	3,527	4,315	3,202	4,462	5,224	5,139	4,391	5,384	4,416	4,169

ANNUAL SUPPLEMENT

TO THE

CATALOGUE,

INCLUDING THE

ADDITIONS FOR THE YEAR ENDING SEPT. 30, 1902.

ADDITIONS TO THE STATE LIBRARY

FOR THE

YEAR ENDING SEPTEMBER 30, 1902.

Note.—The figures in brackets at the end of the titles indicate the sources from which the books were received; thus, [1], received by purchase; [2], by exchange; [3], by donation (names of individual donors being added); [4], from officers of government.

Subject cross-references, except those under the headings **Boston, Massachusetts,** and **United States,** have been omitted from the list of additions for this year.

A., J. Aaron Benedict, a memorial. [Waterbury, Conn.], 1873. 1. 8°. 58 p. Portrait. [1]

Abbatt, William. The battle of Pell's Point, or Pelham, [N. Y.], Oct. 18, 1776, being the story of a stubborn fight; with a map and illus. from original photographs and family portraits. N. Y., 1901. 8°. (4), 26 p. [1]

No. 194 of an ed. limited to 500 copies.

Abbott, Austin. A brief on the modes of proving the facts most frequently in issue or collaterally in question on the trial of civil or criminal cases. 2d and enlarged ed., by the publishers' editorial staff. Rochester, N. Y., 1901. 8°. iv, (18), 653 p. [1]

Abbott, Benjamin Vaughan and Austin. Cyclopedic digest of all the decisions of all the courts of New York, from the earliest time to 1900. Revised and improved. Ed. and compiled by the publishers' editorial staff, D. C. Blashfield, editor-in-chief. Vol. 1-10. [Abandonment—Pleas.] N. Y., 1901-02. 10 v. 1. 8°. [1]

Abbott, Charles, Baron Tenterden. A treatise of the law relative to merchant ships and seamen. 14th ed. By J. P. Aspinall, Butler Aspinall, and H. S. Moore. London, 1901. 2 v. 8°. cil, 1356, 88 p. [1]

Abbott, Frank Frost. A history and description of Roman political institutions. Boston, 1901. 12°. viii, 437 p. [1]

Abbott, Lyman. The rights of man, a study in 20th century problems. Boston, 1901. sm. 8°. xi, 375 p. [1]

Abbott, William H. Heraldry illustrated, being a short account of the origin and history of heraldry. Saugerties, N. Y., [1897]. 8°. (4), 127, (1) p. Plates. [1]

Acton, Mass. *Directory*, 1902. *See Maynard, Mass.*

Adams, Braman B. The block system of signaling on American railroads. N. Y., 1901. 8°. 262 p. Illus., plans and folded sheets. [1]

Adams, Charles Francis, b. 1835. Before and after the treaty of Washington; the American civil war and the war in the Transvaal. An address delivered before the New York Historical Society on its 97th anniversary, Nov. 19, 1901. N. Y., 1902. 8°. 141 p. [3]

Adams, Charles Francis, *continued.*

— 1865-1900. *The Confederacy and the Transvaal: a people's obligation to Robert E. Lee.* A paper read before the American Antiquarian Society at its annual meeting in Worcester, Mass., Oct. 30, 1901. Boston, 1901. 8°. 25 p. [3, S. A. Green, M.D., Boston.]

— *Lee at Appomattox, and other papers.* Boston, 1902. sm. 8°. (3), 387 p. [1]

Adams, Cyrus C. *A text-book of commercial geography.* N. Y., 1901. 12°. xvi, 505 p. Maps and illus. (Twentieth Century Text-Books.) [1]

Adams, George Burton, and Stephens, Henry Morse. *Select documents of English constitutional history.* N. Y., 1901. 8°. xviii, (1), 555 p. [1]

Adams, George E. *McKinley and Bryan and their paramount issues.* Speech, Waukegan, Ill., Oct. 25, 1900. *n.p.*, [1900]. 8°. 12 p. [3]

Adams, George Moulton. *Memoir of the Rev. Ezra Hoyt Byington.* Boston, 1902. 8°. 10 p. Portrait. [3]

Adams, John Coleman. *William Hamilton Gibson, artist, naturalist, author.* Illus. N. Y., 1901. 8°. x, (1), 271 p. Portraits. [1]

Adams, Washington Irving Lincoln. *Woodland and meadow. Out of door papers written on a New Hampshire farm.* Illus. N. Y., 1901. l. 8°. 122 p. [1]

Addams, Jane. *Democracy and social ethics.* N. Y., 1902. 12°. ix, 281 p. (Citizen's Library of Economics, Politics and Sociology.) [1]

Adelphi College, Brooklyn, N. Y. *Catalog, 1901.* Brooklyn, 1901. 8°. Illus. [4]

Airy, Reginald. *Westminster. With illus.* London, 1902. 12°. xii, 169 p. Portraits, maps and folded sheets. (Handbooks to the Great Public Schools.) [1]

Alabama. Constitutional Convention. *Official proceedings, May 21—Sept. 3, 1901.* Montgomery, 1901. f°. [1]

Printed in newspaper form.

— *General Assembly.* *Journal of the House of Representatives, session of 1896-7—1900-01.* Montgomery, 1897-1901. 3 v. 8°. [2]

— *Journal of the Senate, session of 1896-7—1900-01.* Montgomery, 1897-1901. 3 v. 8°. [2]

— *Governor.* *Annual and special messages of Gov. William H. Smith to the General Assembly at the session commencing Nov. 21, 1870.* [With accompanying documents.] Montgomery, 1870. 8°. [3]

— *Supreme Court.* *Reports of cases, Nov. term 1899—Nov. term 1900.* By Phares Coleman, state reporter. Vol. 127-130. Montgomery, 1901-02. 4 v. 8°. [2]

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- Biographical sketch of John Bostwick Moreau, the originator of "The Bradford Club." *h.t.p.* [1887 ?] 8°. 4 p. [3, *W. P. Greenlaw.*]
- Biographical sketch of Rev. Luther Farnham, A.M. *n.t.p.* [Boston, 1898 ?] 8°. 4 p. Portrait. [3, *W. P. Greenlaw.*]
- Biographical sketch of William Reed Deane. *h.t.p.* [Boston, 1888 ?] 8°. 7 p. [3, *W. P. Greenlaw.*]
- A brief history of the New England Historical and Genealogical Register, being the preface to the 17th volume of that work. *n.t.p.* [Wash., 1863 ?] 8°. 8 p. [3, *W. P. Greenlaw.*]
- A brief memoir of Rev. Giles Firmin, one of the ejected ministers of 1662. Boston, 1866. 8°. 16 p. [3, *W. P. Greenlaw.*]
- Descendants of Thomas Deane of Boston and Salisbury, Mass., and Hampton, N. H. *n.t.p.* [Boston, 18—.] 8°. 4 p. [3, *W. P. Greenlaw.*]
- Epitaph of Rev. John Ward of Haverhill, Eng. *n.t.p.* [Boston, 1864 ?] 8°. 2 p. [3, *W. P. Greenlaw.*]
- The freeman's oath, the first issue of the New England press. *n.t.p.* [Boston, 1891.] 8°. 4 p. [3, *W. P. Greenlaw.*]
- A glance at the editors of the [New England] Historical and Genealogical Register, 1847-79. *n.t.p.* [Boston, 1879 ?] 8°. 4 p. [3, *W. P. Greenlaw.*]
- A list of the works of J. W. Dean, A.M. *h.t.p.* [Boston, 1888 ?] 8°. 4 p. [3, *W. P. Greenlaw.*]
- Lithobolia; or, The stone-throwing devil. *n.t.p.* [Boston, 1889 ?] 8°. 3 p. [3, *W. P. Greenlaw.*]
- Memoir of Charles W. Tuttle, A.M., PH.D., author of "Capt. John Mason, the founder of New Hampshire." Boston, 1888. 8°. 21 p. [3, *W. P. Greenlaw.*]
- Memoir of Samuel Page Fowler. Boston, 1892. 8°. 9 p. Portrait. [3, *W. P. Greenlaw.*]
- Memoir of William Henry Montague. Boston, 1890. 8°. 14 p. Portrait. [3, *W. P. Greenlaw.*]
- Pedigree of Deane. [Boston, 1855 ?] 8°. (1) p. [3, *W. P. Greenlaw.*]
- The printing of the Massachusetts and Plymouth records, and Mr. Pulsifer's connection with it. *h.t.p.* [Boston, 1885 ?] 8°. 4 p. [3, *W. P. Greenlaw.*]
- Reuben Rawson Dodge. [Biographical sketch.] *n.t.p.* [Boston, 1885 ?] 8°. 8 p. [3, *W. P. Greenlaw.*]
- Sketch of the life of William Blanchard Towne, A.M., founder of the Towne Memorial Fund of the New-England Historic-Genealogical Society. Boston, 1878. 8°. 16 p. Portrait. [3, *W. P. Greenlaw.*]
- The story of the embarkation of Cromwell and his friends for New England. Boston, 1866. 8°. 11 p. [3, *W. P. Greenlaw.*]
- Tercentenary celebration of the birth of Shakespeare. *n.t.p.* [Boston, 1864 ?] 8°. 4 p. [3, *W. P. Greenlaw.*]
- Who identified Bradford's manuscript? *h.t.p.* [Boston, 1883 ?] 8°. 4 p. [3, *W. P. Greenlaw.*]

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- Dedham, Mass.** Resident and business directory of Dedham and Westwood, Mass., 1902. Published by E. A. Jones. N. Camb., 1902. 8°. Folded map. [1]
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- Deems, Edward M.** Holy-days and holidays. A treasury of historical material, sermons in full and in brief, suggestive thoughts, and poetry. N. Y., 1902. 8°. x, 768 p. [1]
- Deering Harvester Company.** Official retrospective exhibition of the development of harvesting machinery for the Paris Exposition of 1900, made by the Deering Harvester Company, Chicago, U. S. A. [*In French and English.*] Paris, [1900]. 8°. 125 p. Portraits and illus. [3]
- Deltch, Guilford A.** Digest of insurance cases. Vol. 13-14, for the year ending Oct. 31, 1900-01. Indianapolis, 1901-02. 2 v. 8°. [1]
- Delaware. State Library Commission.** Handbook of the Commission. Dover, 1902. sm. 8°. 88 p. [3]
- Delaware College. Agricultural Experiment Station, Newark.** 12th annual report, June 30, 1900. Wilmington, 1901. 8°. Illus. [3]
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- De Leon, Daniel.** Socialism *versus* anarchism. An address delivered in Paine Hall, Boston, Mass., Oct. 31, 1901, under the auspices of Section Boston of the Socialist Labor Party. N. Y., 1901. 12°. 37 p. [1]
- Del Mar, Alexander.** History of money in the Netherlands. London, 1895. 8°. 32 p. [1]
- A history of the monetary systems of England, Germany, France and other European states. N. Y., 1903 [1902]. 12°. 496, (14) p. [1]
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- Demerara, British Guiana.** Local guide, Demerary and Essequibo, 1818, [including local laws, 1789-1817]. Georgetown, [1818]. 12°. 176 p. [1]
- Denison, Frederic.** Illustrated New Bedford, Martha's Vineyard and Nantucket; with maps of the islands and a new index map of Cottage City. [2d and revised ed.] Providence, [1880]. l. 8°. 78 p. Illus. [1]
- Dennis, James Shepard.** Centennial survey of foreign missions, a statistical supplement to "Christian missions and social progress," being a conspectus of the achievements and results of evangelical missions in all lands at the close of the 19th century. N. Y., 1902. obl. 8°. xxii, 401 p. Portraits, maps, and illus. [1]
- De Normandie, James.** Harriet Ryan Albee, a memorial sketch. Boston, 1901. 8°. 68 p. Portrait and illus. [1]
- Denton, Daniel.** A brief description of New York, formerly called New Netherlands. Reprinted from the original ed. of 1670, with a bibliographical introduction by Felix Neumann. Cleveland, 1902. 8°. 63 p. [1]

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- Depew, Chauncey Mitchell.** Election of United States senators by direct vote of the people. Speech in the Senate of the United States upon the amendment offered by him, April 10, 1902. Wash., 1902. 8°. 8 p. [3]
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- De Vinne, Theodore Low.** The practice of typography, correct composition, a treatise on spelling, abbreviations, *etc.*, with observations on punctuation and proof-reading. N. Y., 1901. 12°. x, 476 p. [1]
- Diario de México.** Tomo 1-9. [Oct. 1805]—Dic. 1808. Con licencia del superior gobierno. n.p., 1805-[08]. 9 v. 8°. [1]

The title, tomo 1-7, reads "dedicado al Exm^o. Señor Don Jose de Yturriagaray, caballero profeso del orden de Santiago, teniente general de los reales exercitos, virrey, gobernador, y capitan general de Nueva España," *etc.*

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- Dilke, Emilia Francis (Strong), *Lady*.** French furniture and decoration in the 18th century. London, 1901. 1. 8°. xix, 260 p. Plates. [1]
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- Dingley, Edward Nelson.** The life and times of Nelson Dingley, Jr., by his son. Illus. Kalamazoo, Mich., 1902. 1. 8°. (19), 497, 22 p. Portraits. [1]
- District of Columbia. Auditor.** Report for the fiscal year ended June 30, 1901. Wash., 1901. 8°. [3]
- ***Court of Appeals.*** Reports of cases, June 12, 1900—Nov. 6, 1901. C. C. Tucker, reporter. Vol. 17-18. Wash., 1901-02. 2 v. 8°. [3]
- ***Health Officer.*** Report, 1901. Wash., 1901. 8°. Plates and folded maps. [3]
- ***Office of the Commissioners.*** Quality and condition of milk and cream sold in the District of Columbia, *etc.* Letter from the Acting President of the Board of Commissioners transmitting a communication from the Health Officer, accompanied by a detailed report of the Inspector of Live Stock and Dairy Farms, and of the Inspector of Dairy Products. *n.t.p.* [Wash., 1900.] 8°. 20 p. (56th Cong. 1st sess. Sen. doc., no. 385.) [3]
- — Report of the Commissioners for the year ended June 30, 1901. Wash., 1901-02. 4 v. 8°. Plates and folded maps. [3]
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- Dodd, Mead & Company.** Bibliography of the first editions in book form of the works of Alfred, Lord Tennyson; the description of a set brought together by Dodd, Mead & Company, with notes referring to items not included in the set. N. Y., 1901. 8°. x, 96 p. [1]
- Dodge, William E.** Old New York, a lecture, Association Hall, April 27, 1880, upon the invitation of merchants and other citizens of New York. N. Y., 1880, 8°. 59 p. Portrait. [1]
- Dole, Samuel T.** Early schools in New Marblehead, now Windham, Me. [Clippings from the Portland Daily Press, Dec. 4, 1897.] 8°. 5 p. [1]
- Reunion of the East Windham [Me.] Memorial Association, Oct. 13, 1897, historical address. [Clippings from the Globe, Westbrook, Me., Oct. 21—Nov. 4, 1897.] 8°. 6 p. [1]
- Dominican Republic. Gaceta Oficial.** No. 1342-1428, 5 Mayo 1900—28 Dic. 1901. [Incomplete.] *n.t.p.* [1900-01.] 2 v. f°. [3]
- Contains acts, notices, circulars, *etc.*
- Donald, Elijah Winchester.** Twenty years of parish life, Trinity Church in the city of Boston, [sermon on the Sunday next after the 20th anniversary of the consecration of the church, Feb. 14, 1897]. Boston, 1897. 8°. (2), 20 p. [3]
- Donnelly, Edward J.** Trial of James Nutt for the killing of N. L. Dukes, at Uniontown, Fayette Co., Pa., June 13, 1883. Stenographically reported by E. J. Donnelly. [2d ed.] Pittsburgh, [1884]. 8°. 210 p. Portraits. [1]
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- Dorr, (Mrs.) Julia Caroline (Ripley).** W. Y. R., [William Young Ripley], a book of remembrance. [Rutland, Vt., 1902?] 8°. 36 p. [3]
- Dos Passos, John R.** Commercial trusts, the growth and rights of aggregated capital. An argument before the Industrial Commission at Washington, Dec. 12, 1899, corrected and revised. N. Y., 1901. 12°. viii, (1), 137 p. (Questions of the Day, no. 97.) [1]
- Dotterer, Henry S., editor.** The Perkiomen region, past and present. Vol. 3. Phila., 1901. 8°. [3, Editor.]

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- Douglas, Stephen Arnold.** Speech on the "measures of adjustment," Chicago, Oct. 23, 1850. Wash., 1851. 8°. 32 p. [1]
- Dow, Mrs. Alice Heath (Fairbanks).** Some of John Pearl's descendants. Detroit, Mich., [19—?]. 8°. (1), 33 p. Portraits and illus. [1]
- Dowse, Edmund.** Celebration of the 60th anniversary of the pastorate of Rev. Edmund Dowse of Sherborn, Oct. 13, 1898. [Clippings from the Natick Bulletin, Oct. 21, 1898.] 8°. 8 p. [1]
- Doyle, Arthur Conan.** The war in South Africa, its cause and conduct. N. Y., 1902. 12°. (5), 139 p. [1]
- Dresser, Frank Farnum.** The employers' liability acts and the assumption of risks in New York, Massachusetts, Indiana, Alabama, Colorado, and England. St. Paul, Minn., 1902. 8°. xii, 881 p. [1]
- Drifting.** [*Anon.* 3d ed.] London, 1901. 12°. (3), 218 p. [1]
- Drummond, Josiah Hayden, editor.** Genealogy of Isaac Dean of Grafton, N. H., fourth in descent from John Dean of Taunton. Ed. by J. H. Drummond and published by G. W. Dean. Portland, 1902. 8°. 35 p. [3, *Editor.*]
- Dudley, Myron Samuel.** Churches and pastors of Nantucket, Mass., 1659-1902. Boston, 1902. 8°. 21 p. [1]
- Dudley (Mass.) Directory, 1902.** See Webster, etc., Directory.
- Duff, Sir Mountstuart Elphinstone Grant, editor.** An anthology of Victorian poetry. N. Y., 1902. 8°. xxiii, 570 p. [1]
- Dugan, M. C.** U. S. Naval Academy examination papers, 1899-1902. Balt., 1902. 12°. 100 p. [1]
- Duguid, Charles.** The story of the stock exchange, its history and position. With illus. by Joseph Pennell and Dudley Hardy. London, 1901. 12°. xi, 463 p. Facsimile and plans. [1]
- Duignan, W. H.** Notes on Staffordshire place names. London, 1902. 12°. xix, 178 p. [1]
- Dummer Academy, Newbury, Mass.** [Catalogue], 1901-02—[02-03], 138th-139th year. Georgetown, 1901-02. 12°. Portrait and illus. [3]
- Dunning, William Archibald.** A history of political theories, ancient and mediæval. N. Y., 1902. 8°. xxv, 360 p. [1]
- Dwight, Henry Otis.** Constantinople and its problems, its peoples, customs, religions, and progress. Illus. N. Y., 1901. 8°. 298 p. [1]
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- Eagle, Walter J.** American negligence cases from the earliest times. Topically arranged, with notes of English cases and annotations. Vol. 11. N. Y., 1901. 1. 8°. [1]
- Earle, Stephen Carpenter.** The Rutland home of Major General Rufus Putnam. With illus. from photographs by the author. Worcester, Mass., 1901. 8°. 20 p. Portraits. [3, *Author.*]
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- Eastham, Mass. Directory, 1901.** See Provincetown.
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- Eastman, Charles A.** Indian boyhood. With illus. N. Y., 1902. 12°. viii, 289 p. Portraits. [1]
- Eaton, Arthur Wentworth Hamilton.** Lt.-Col. Otho Hamilton of Olivestob, Lieutenant-Governor of Placentia, etc., his sons, Captain John and Lieutenant-Colonel Otho Hamilton, 2nd, and his grandson, Sir Ralph Hamilton, Kt. Halifax, N. S., 1899. 8°. 22 p. [3]

- Eaton, Edward D.** Missions and the modern evidences of Christianity. Annual sermon before the American Board of Commissioners for Foreign Missions, Hartford, Oct. 8, 1901. Boston, 1901. 8°. 19 p. [3]
- Eaton, James Webster.** Handbook of equity jurisprudence. St. Paul, 1901. 8°. xviii, 734 p. (Hornbook Series, 25.) [1]
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- Ebersole, Ezra Christian.** Encyclopedia of Iowa law, being a plain statement of the law of Iowa so far as it affects the people in their business, domestic and social relations, with numerous citations of Iowa statutes and decisions, forms and directions; also, an alphabetical list of legal words and phrases, etc., with an introduction by L. G. Kinne. Toledo, Iowa, 1902. 1. 8°. xiv, 1475 p. [1]
- Economic Review.** Editors, J. Carter [and others]. Vol. 11. London, 1901. 8°. [1]
- Economist, Weekly Commercial Times, Bankers' Gazette, and Railway Monitor.** Vol. 58. 1900. London, 1900. 1 v. in 2 pt. 1. 8°. [1]
- Eddy, Arthur Jerome.** Two thousand miles on an automobile, being a desultory narrative of a trip through New England, New York, Canada and the West by Chauffeur, [pseud.]. With illus. Phila., 1902. 8°. 329 p. [1]
- Edinburgh Review.** Jan.-Oct. 1901. Vol. 193-194. London, 1901. 2 v. 8°. [1]
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- Edwards, Bela Bates.** Memoir of the Rev. Elias Cornelius. 2d ed. Boston, 1834. 12°. 360 p. Portrait. [1]
- Edwards, Owen Morgan.** Wales. N. Y., 1902. 12°. xviii, 421 p. Portrait, maps, and illus. (Story of the Nations.) [1]
- Eggleston, George Cary.** The American immortals, the record of men who, by their achievements in statecraft, war, science, literature, art, law, and commerce, have created the American republic, and whose names are inscribed in the Hall of Fame. N. Y., [1901]. 1. 8°. xviii, 432 p. Portraits. [1]
- Egypt.** Guide to Palestine and Egypt. London, 1901. 16°. xix, 270 p. Folded maps. (Macmillan's guides.) [1]
- Eliot, Charles William.** Charles Eliot, landscape architect, a lover of nature and of his kind, who trained himself for a new profession, practised it happily and through it wrought much good. Boston, 1902. 8°. xxiv, 770 p. Portraits, illus., plans and maps in pockets. [1]
- Eliot, Samuel.** Address in commemoration of William Appleton, the founder, and E. M. P. Wells, the missionary, of St. Stephen's Chapel, Boston; read in the Church of the Redeemer, South Boston, Jan. 25, 1888. Boston, 1888. 8°. 20 p. Illus. [3, *Samuel A. Green, M.D., Boston.*]
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- Elliott, John Morris.** The life of John Ancrum Winslow, Rear-Admiral United States navy, who commanded the U. S. steamer "Kearsarge" in her action with the Confederate cruiser "Alabama." N. Y., 1902. 8°. x, 281 p. [1]
- Elliott, Charles Burke.** A treatise on the law of insurance, including fire, life, accident, casualty, title, credit, and guaranty insurance in every form. Indianapolis, 1902. 8°. lvi, 531 p. [1]
- Elmore, F. H., and Birney, James G.** Correspondence between F. H. Elmore, one of the South Carolina delegation in Congress, and J. G. Birney, one of the secretaries of the American Anti-Slavery Society, [relating to anti-slavery societies]. N. Y., 1838. 8°. 68 p. (Anti-Slavery Examiner, no. 8.) [1]
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- Engel, Eduard.** A history of English literature, 600-1900. Tr. from the German. Revised by Hamley Bent. N. Y., 1902. 8°. xii, 491 p. [1]
- Engineering Directory.** No. 33-34, new series. Oct. 1901—April 1902. London, [1901-02]. 12°. [3]
- Engineering Magazine.** Vol. 21-22. April 1901—March 1902. N. Y., 1901-02. 2 v. 8°. [1]
- **Index.** Five years, 1896-1900. Ed. by H. H. Suplee, assisted by J. H. Cuntz. N. Y., 1901. 8°. (15), 1030 p. Portrait. [1]
- English Catalogue of books for 1901.** [65th year of issue.] Published by Sampson Low, Marston & Company. London, 1902. 8°. [3]
- English Reports, The.** [Reprint. A. W. Renton, editor.] Vol. 10-11. House of Lords. Edin., London, 1901. 2 v. 1. 8°. [1]
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- Esenwein, Joseph Berg.** How to attract and hold an audience, a popular treatise on the nature, preparation, and delivery of public discourse. N. Y., [1902]. 12°. xiv, 272 p. [1]
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- Essex Institute.** Annual report, May 5, 1902, with lists of officers and committees. Salem, 1902. 8°. [3]
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- Evarts, Jeremiah.** An oration, Charlestown, Mass., 4th July 1812. Charlestown, 1812. 8°. 32 p. [1]
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- Ewbank, Louis Blasdel.** Indiana trial evidence, a treatise on the rules of evidence, with special reference to the trial of cases, civil and criminal, in the courts of Indiana. Indianapolis, 1902. 8°. xix, 854 p. [1]

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- Fairhaven Directory, 1902.** See **New Bedford and Fairhaven Directory.**
- Fairlie, John Archibald.** Municipal administration. N. Y., 1901. 8°. xiii, 448 p. [1]
- Fairweather, William.** Origen and Greek patristic theology. N. Y., 1901. 8°. xiv, 268 p. (World's Epoch Makers.) [1]
- Falkenstein, George N.** History of the German Baptist Brethren Church. Lancaster, Pa., 1901. 8°. x, 154 p. Illus. [1]
- Fall River (Mass.) Daily Globe,** Jan.—Dec. 1901. Fall River, 1901. 2 v. f°. [3]
- Fall River Directory, 1902.** No. 33. Sampson, Murdock, & Co., publishers. Fall River, 1902. 8°. Folded map. [1]
- Fallon, Christopher.** The law of conveyancing in Pennsylvania. Phila., 1902. 1. 8°. xix, 909 p. [1]
- Fallows, Samuel, Bp., editor.** Life of William McKinley, our martyred president, with short biographies of Lincoln and Garfield and a comprehensive life of President Roosevelt, containing the masterpieces of McKinley's eloquence, and a history of anarchy, its purposes and results. With an introduction by W. E. Mason. [International memorial ed.] Illus. Chicago, [1901]. 8°. 456 p. Portraits. [1]
- Farley, Joseph Pearson.** West Point in the early sixties, with incidents of the war. Troy, N. Y., 1902. 8°. vii, 201 p. Plates. [1]
- Farmer's Almanack, 1793-97.** By Robert B. Thomas. [No. 1-5.] Boston, [1793-97]. 12°. [3, *Mr. Horace E. Ware, Boston.*]
- Farol, El.** Periodico semanario de la Puebla de los Angeles en el imperio mejicano. Num. 1-41. 28 de oct. de 1821—4 de agosto de 1822. *n.t.p.* [México, 1821-22.] 12°. 372, (77) p. [1]
- Farrar, Ida F.** Public libraries hereabouts, their growth and management. Interesting facts concerning the libraries of western Massachusetts, the local club for librarians and its work. *n.t.p.* [Wash., 1901.] 8°. (2) p. [3]
- Faxon, Henry.** A partial summing-up of the shortcomings of the Quincy Board of Selectmen as regards the license law relative to the sale of intoxicating liquors, and matters pertaining thereto. Quincy, 1879. Broadsides. [3]
- Fay, Frederic Harold.** The population and finances of Boston, a study of municipal growth. Boston, 1901. 1. 8°. 33 p. Folded diagrams. [3]
- Fea, Allan.** King Monmouth, being a history of the career of James Scott, "The Protestant Duke," 1649-85. Illus. by the author, with portraits, sketches, photographs and facsimile letters, etc. London, 1902 [1901]. 8°. xxxix, 435 p. Folded map. [1]
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- Ficklen, John Rose.** History and civil government of Louisiana; and the government of the United States by B. A. Hinsdale. Chicago, [1901]. 12°. 383 p. Portraits and maps. (State Government Series.) [1]
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- Firth, Charles Harding.** Cromwell's army; a history of the English soldier during the civil wars, the commonwealth and the protectorate, being the Ford lectures delivered in the University of Oxford in 1900-1. London, 1902. 12°. xli, 444 p. [1]
- Fish, Stuyvesant.** The development of the material resources of the state of Mississippi; a letter addressed to the Hon. R. B. Fulton, May 28, 1901. *h.t.p.*, [1901]. 8°. 17 p. [3]
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- **Public Library.** 13th, 15th-16th, 18th-24th, 26th-27th, 29th annual report, 1885, 87-88, 90-96, 98-99, [1901]. Fitchburg, 1886-1902. 8°. [3]
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- Fitchburg Directory,** 1902, including Leominster. No. 32. [Fitchburg, 1902.] 8°. Folded map. [1]
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- Florida. Comptroller.** Annual report, 1898-99. Tallahassee, 1899-1900. 8°. [4]
- **General Assembly and Legislature.** Acts and resolutions, 8th regular session, 1901; with an appendix containing a statement of receipts and expenditures for 1899-1900. Tallahassee, 1901. 8°. [2]
- **Index to the laws of Florida of a general nature subsequent to the Revised statutes, [1892].** By T. P. Warlow. Spartanburg, S. C., 1902. 8°. 58 p. [1]
- **Journal of the House of Representatives of the General Assembly,** 6th, 10th-12th, 13th-14th session, 1852, 60-62, 64-65; 2d session, 14th General Assembly, 1866; 1st-2d session, 1868-69; extra session, 1869; extraordinary session, 1870; 4th-7th, 13th session of the Legislature, 1871-74, 85; 8th regular session, 1901. Tallahassee, 1852-1901. 16 v. 8°. [1]
- **Journal of the Senate,** 2d session, 14th General Assembly, 1866; 1st session, 15th Legislature, 1868; 2d Legislature, 1869; extra session, 1869; extra session, 1870; extraordinary session, 1872; 7th, 13th session, 1873-74, 85; 8th regular session, 1901. Tallahassee, 1866-[1901]. 10 v. 8°. [1]
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- **State Agricultural College, Lake City. Experiment Station.** Bulletin. No. 56-58. May-June 1901. DeLand, etc., 1901. 8°. Plates and illus. [3]
- **Report for financial year ending June 30, 1901.** DeLand, 1901. 8°. [3]
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- Forbush, William Byron.** The boy problem, a study in social pedagogy; with an introduction by G. S. Hall. 2d ed., revised and enlarged. Boston, [1901]. 12°. 194 p. Folded chart. [1]
- Force, Manning Ferguson.** Pre-historic man. Darwinism and Deity. The mound builders. Cincin., 1873. 8°. 85, (1) p. [3]
- Ford, Mary.** America. N. Y., [1901]. 16°. xi, 220 p. Portrait and illus. (Children's Library.) [1]
- Ford, Worthington Chauncey.** The Governor and Council of His Majesty's province of Massachusetts-Bay, 1714-15. Camb., 1902. 8°. 37 p. Folded sheets. [3]
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- Foreign trade requirements,** published annually with quarterly supplements, 1902, containing complete information concerning the commercial countries of the world as to trade conditions, traveling salesmen, *etc.* N. Y., [1902]. 4°. 532 p. [1]
- Forum, The.** Vol. 31-33. March 1901—Aug. 1902. N. Y., 1901-02. 3 v. 8°. [1]
- Foster, George Everett, compiler.** The Priest family, a collection of data, original, contributed, and selected, concerning various branches of the Priest family. Ithaca, N. Y., 1900. 12°. (528) p. Portraits and illus. [1]
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- Franklin, Mass.** Franklin and suburban resident and business directory, comprising the towns of Franklin, Norfolk, Wrentham, and Bellingham, Mass. 1902. Compiled and published by A. E. Foss Publishing Co. South Framingham, 1902. 8°. [1]
- Franklin and Marshall College, Lancaster, Pa. Alumni Association.** Obituary record. No. 6. Vol. 2, part 2. June 1902. Lancaster, Pa., 1902. 8°. [3]
- 6th printed report, June 1902. *n.t.p.* [1902.] 8°. [3]
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- Free Trade Almanac.** 1902. Ed. by Hazard Stevens. Boston, [1902]. 12°. 48 p. [1]
- Freeman, Abraham Clark.** The law of void judicial sales; the legal and equitable rights of purchasers at void judicial, execution and probate sales, and the constitutionality of special legislation validating void sales, and authorizing involuntary sales in the absence of judicial proceedings. 4th ed., revised, enlarged and brought down to date. St. Louis, 1902. 8°. (3), 341 p. [1]
- Freeman, Henrietta.** John Alden's home and race, old homestead at Duxbury. [Clippings from the Springfield Republican, March 20, 1898.] 8°. 7 p. [1]
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- **Grand Commandery of Knights Templar.** [Proceedings], 50th annual convocation, Portland, May 1901. Vol. 7, part 5. Portland, 1901. 8°. Portrait. [3]
- **Grand Council of Royal and Select Masters.** [Proceedings], 47th annual assembly, May 8, 1901. Vol. 5, part 6. Portland, 1901. 8°. Portrait. [3]
- **Massachusetts, Grand Lodge.** Proceedings, March 1901—March 1902. Boston, 1901-02. 8°. [3]
- **Mount Lebanon Lodge, Boston, Mass.** Centennial, June 10, 1901. [Boston], 1901. 8°. 99 p. Portraits and illus. [3]
- One of an ed. of 350 copies.
- **Pacific Lodge, Amherst, Mass.** Historical sketch, with by-laws and list of members. Amherst, 1876. 12°. 28, (3) p. [1]
- **Union Lodge, Dorchester, Mass.** Charter, by-laws, and names of members and elective officers. Boston, 1896. 16°. 44 p. [3, *Robert T. Swan, Boston.*]
- Freese, John W.** Historic Cambridge, a paper read before the Cantabrigia Club. [Clippings from the Cambridge Chronicle, Oct. 7, 1899.] 8°. 9 p. [1]
- French, Asa P.** Brief in support of petition of William Claflin and others for an act entitled "An act for the further prevention of cruelty to animals." *n.t.p.* [Boston, 1902.] 4°. 10, (2) p. [3]
- French-American College and Academy, Springfield, Mass.** Announcement, 1900-01—01-02, with register of students. Springfield, 1901-02. 8°. Illus. [3]
- Friends, Society of. London Yearly Meeting.** The epistle from the Yearly Meeting, 1854, 59, 61, 64, 66, to the quarterly and monthly meetings in Great Britain, Ireland and elsewhere. *n.p.*, 1854-59; Providence, 1862-67. 8°. [3, *Robert T. Swan, Boston.*]
- **New England Yearly Meeting.** Extracts from the minutes, 1860. Providence, 1860. 8°. [3, *R. T. Swan.*]
- **Minutes, 1861, 63, 65-66, 72, 75-78, 81-83.** Providence, New Bedford, *etc.*, 1861-83. 8°. [3, *R. T. Swan.*]
- **New England Yearly Meeting of Women Friends.** Minutes, 1862, 66, 70, 72, 76. Providence, Lynn, *etc.*, 1862-76. 8°. [3, *R. T. Swan.*]

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- Frothingham, Jessie Peabody.** Sea fighters from Drake to Farragut. Illus. N. Y., 1902. 8°. vii, 396 p. [1]
- Fry, Herbert.** London. Illus. by bird's-eye views and a street map. Revised. 22d year of publication. London, 1902. 12°. xvii, 256 p. [1]
- Gainé, Hugh.** Journals of Hugh Wynne, printer. Ed. by P. L. Ford. N. Y., 1902. 2 v. 8°. xii, 240 p.; xii, 235 p. Portrait, facsimiles, and illus. [1]
- Galilei, Galileo.** Opere. Edizione nazionale sotto gli auspicii di sua maestà il re d' Italia. Vol. 11. Firenze, 1901. 1. 8°. Illus. [1]
- Gallaudet College, Washington, D. C. Alumni Association.** Minutes and proceedings of Association meetings, 1889-99. [Grinnell, Iowa, 1900.] 8°. (2), 74 p. Portraits and illus. [4]
- Gallienne-Robin, E., and Child, Harold.** The Channel Islands. London, 1902. 16°. x, 124 p. Folded maps. [1]
- Gardiner, John Sylvester John.** The Christian's victory over death and the grave; sermon, Trinity Church, Nov. 5, 1809, on the decease of Elizabeth, Lady Temple. Boston, 1809. sm. 4°. 22 p. [3, S. A. Green, M.D., Boston.]
- Gardner (Mass.) Directory, 1901-02.** [Vol. 12.] The Price & Lee Co., compilers and publishers. New Haven, Conn., [1902]. 8°. Folded map. [1]
- Garland, David S., and McGehee, Lucius P.** The American and English encyclopædia of law; under the supervision of James Cockcroft. 2d ed. Vol. 19-21. Northport, N. Y., 1901-02. 3 v. 1. 8°. [1]
- Gay, W. B., compiler.** Historical gazetteer [and directory] of Tloga County, N. Y., 1785-1888. Syracuse, N. Y., [1887-88?]. 8°. 493, 245 p. Folded map and portraits. [1]
- Gazette and Courier [Greenfield] Almanac for 1902.** [Greenfield, 1901.] 8°. [3]
- Geiser, Karl Frederick.** Redemptioners and indentured servants in the colony and commonwealth of Pennsylvania. New Haven, [1901]. 1. 8°. 128 p. (Yale Review. Supplement to v. 10, no. 2, Aug. 1901.) [1]
- Genealogical Advertiser.** Vol. 4. March-Dec. 1901. Camb., [1901]. 8°. [1]
- Genealogical Magazine.** Vol. 5. May 1901—April 1902. London, 1902. 4°. [1]
- Genealogical Quarterly Magazine, 1901.** Vol. 2. Ed. by Eben Putnam. Burlington, Vt., 1901. 8°. [1]
- Genealogies.** [Genealogies of the following families have been received during the year.]

Namely.

Alden; — Allen; — Alling; — Appleton; — Aspinwall; — Bacon; — Bean; — Beckwith; — Bellows; — Blackman; — Boss; — Bostwick; — Box; — Bracken; — Breed; — Broad; — Bronson; — Buckley; — Burr; — Caldwell; — Chace; — Chapman; — Chase; — Clarke; — Cornell; — Cornwall; — Cox; — Danforth; — Dean; — Deane; — Dunlevy; — Durfee; — Eaton; — Fitch; — Fowler; — Frost; — Fuller; — Glatfelter; — Gorham; — Grant; — Hammond; — Hathaway; — Hayford; — Hibbard; — Hills; — Howard; — Johnson; — King; — Kingsbury; — Lane; — Litchfield; — Manning; — Mayhew; — Mead; — Meigs; — Morgan; — Ochterloney; — Parsons; — Pearl; — Priest; — Rathbone; — Reed; — Reynolds; — Riggs; — Roosevelt; — Sayre; — Shreve; — Smedley; — Spoor; — Stark; — Stearns; — Swetland; — Tarleton; — Torry; — Vanderloot; — Van Deusen; — Van Kleeck; — Viets; — Wade; — White; — Whiting; — Whitmarsh; — Willis; — Wood; — Wright.

- General Association of the Congregational and Presbyterian Churches of New Hampshire.** Minutes, 92d-93d annual meeting, Rochester, May, 1901-02; [with the] 100th-101st annual report of the New Hampshire Home Missionary Society. Vol. 8, no. 1-2. Concord, 1901-02. 8°. [3]
- General Conference of the Congregational Churches in Maine.** Minutes, 75th anniversary; Maine Missionary Society, 94th anniversary, Bangor, Sept. 24-26, 1901. Vol. 2, no. 2. Portland, 1901. 8°. [3]
- General Theological Seminary of the Protestant Episcopal Church in the United States.** Catalogue, to which is added a list of the alumni and other students, 1894-95—95-96. N. Y., 1894-95. 8°. [3]

Genoa, Italy. Istituto Idrografico. Annali idrografici. Raccolta di documenti e notizie circa l' idrografia e la navigazione. Vol. 2. Anno 1901. Genova, 1901. 4°. Folded maps. [3]

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Geological Society of America. Bulletin. Vol. 10. Joseph Stanley-Brown, editor. Rochester, 1899. 8°. Plates and maps. [1]

Georgia. Comptroller-General. Report for the year ending Sept. 30, 1893-94. Atlanta, 1894-95. 2 v. 8°. [4]

Appended are reports of the Insurance Department for the year ending Oct. 1, 1893-94.

— **Constitutional Convention, 1877. A stenographic report of the proceedings of the Convention held in Atlanta, 1877, giving debates in full on all questions before the Convention. Reported by S. W. Small. Atlanta, 1877. 8°. 502 p. [1]**

— **Department of Agriculture. Georgia, historical and industrial. Illus. O. B. Stevens, commissioner, R. F. Wright, asst. commissioner. Atlanta, 1901. 1. 8°. 955 p. Portraits, folded maps, colored plates. [2]**

— **General Assembly. Acts passed at an extra session, April-May 1821. Milledgeville, 1821. 8°. 40, ii p. [1]**

— - **Acts and resolutions, 1901. Atlanta, 1901. 8°. [2]**

— - **Journal of the House of Representatives, extra session, May-June 1825; annual session, 1829, 31-32, 34-43; biennial session, 1845, 47, 49-50, 51-52, 53-54, 57; annual session, 1860-62; extra session, March 1863; annual session, Nov. 1863-64; extra session, March 1864; extra session, Feb. 1865; annual session, 1865-[66], Nov. 1866, 70 (2 pt.), 71, 72, 73; biennial session, 1882; adjourned session, 1883; session of 1888; regular session, 1901. Milledgeville, Macon, Savannah, 1825-66; Atlanta, 1870-1901. 39 v. 8°. [1, 2]**

— - **Journal of the Senate, annual session, 1825, 30-32, 34-43; biennial session, 1845, 47, 49-50, 51-52, 53 54, 57; annual session, 1860-62; extra session, March 1863; annual session, Nov. 1863; extra session, March 1864; annual session, Nov. 1864; extra session, Feb. 1865, 65-66, [Nov.] 1866; annual session, 1870 (3 pt.), 73; biennial session, 1882; extra called session, 1883; biennial session, 1884; adjourned session, 1885; session of 1888; adjourned session, 1889; regular session, 1901. Milledgeville, Columbus, Macon, etc., 1825-66; Atlanta, 1870-1901. 40 v. 8°. [1, 2]**

— - **Supplement to the code of Georgia, containing a codification of all the laws of the General Assembly of a public and permanent nature passed since the adoption of the code of 1895, etc., and amendments, 1800-1900. Vol. 4. Prepared by Howard Van Epps. Nashville, Tenn., 1901. 1. 8°. 765 p. Portrait. [1]**

— **Supreme Court. Reports of cases, 1901-02. Vol. 113-114. Stevens and Graham, reporters. Atlanta, 1901-02. 2 v. 8°. [2]**

Georgia Bar Association. Report, 10th-11th, 13th-18th annual meeting, July 1893-94, 96-1901. Atlanta, 1894-1901. 8 v. 8°. Portraits. [1]

Gewerbeblatt für das Grossherzogthum Hessen. 1901. 64. Jahrgang. Schriftleiter, Ferdinand Reuter. Darmstadt, [1901]. 4°. [3]

Geyer, M. Shirley. Reference directory of the booksellers and stationers of the United States and Canada. Corrected to Jan. 1, 1888. N. Y., [1888]. 1. 8°. 461 p. Illus. [1]

Gibraltar. [Ordinances], no. 1-7. 1901. n.t.p. [1901.] f°. [3]

— **Rule made under the Gibraltar market ordinance, 1883. n.t.p. [Gibraltar, 1902.] f°. (1) p. [3]**

— **Rules for the storage of articles deposited in the Queen's stores. Section 4 of the revenue amendment ordinance, no. 3, of 1899. n.t.p. [1899.] f°. (2) p. [3]**

— **The sketching and photographing ordinance, Gibraltar, 1901. [Gibraltar, 1901.] f°. (1) p. [3]**

Giddings, Franklin Henry. Inductive sociology, a syllabus of methods, analyses and classifications and provisionally formulated laws. N. Y., 1901. 8°. xviii, 302 p. Maps and diagrams. [1]

- Gifford, John.** Practical forestry for beginners in forestry, agricultural students, etc. With illus. N. Y., 1902. 12°. xiv, 284 p. [1]
- Gilkey, Elliot Howard.** Ohio hundred year book, a handbook of the public men and public institutions of Ohio from the formation of the North-West Territory, 1787-July 1, 1901, being a revised and enlarged ed. of "Taylor's Ohio statesmen and hundred year book," 1892. Columbus, 1901. 8°. 773 p. Portraits, folded maps, and illus. [2]
- Gill College, Cape of Good Hope. Museum.** Report on the library and laboratories for the year 1900. n.t.p. [1901.] f°. [3]
- Gilman, Daniel Coit.** The relations of Yale to letters and science, an address prepared for the bicentennial celebration, New Haven, Oct. 22, 1901. Balt., 1901. 8°. 43 p. [3, *Author.*]
- *and others.* The new international encyclopædia. Vol. 1-2. [A—Bigelow.] N. Y., 1902. 2 v. l. 8°. [1]
- Gladden, Washington.** Social salvation. Boston, 1902. 12°. v, (1), 240 p. [1]
- Glatfelter, Noah Miller.** Record of Casper Glattfelder of Glattfelden, Canton Zurich, Switzerland, immigrant, 1747, and of his descendants in part, comprising 861 families. St. Louis, 1901. 8°. (6), 124 p. Portraits. [1]
- Glen, R. Cunningham.** Reports of cases in criminal law argued and determined in the courts of England and Ireland. Digest of cases compiled by A. A. Bethune. Vol. 19. 1899-1901. London, 1902. 8°. [1]
- Gloucester (Mass.) Daily Times,** Jan.-Dec. 1901. Gloucester, 1901. 2 v. f°. [3]
- Gloucester Directory,** 1902, comprising also the towns of Rockport, Essex and Manchester. No. 17. Sampson, Murdock, & Co., publishers. Gloucester, 1901. 8°. Folded map. [1]
- Goddard, Samuel Aspinwall.** Recollections of Brookline, [Mass.], being an account of the houses, the families and the roads in Brookline, 1800-10. Birmingham, Eng., [1873]. 8°. 16 p. [3, *Samuel A. Green, M.D., Boston.*]
- Godkin, Georgina Sarah.** The monastery of San Marco. London, 1901. 12°. vii, 130 p. Portraits and illus. [1]
- Goldthwait, W. C.** Cultivate the soil and the mind. The application of science to farming, an address before the Hampden Co. Agricultural Society, Oct. 4, 1849. Springfield, 1849. 8°. 28 p. [1]
- Good, Jessie M.** The work of civic improvement, striking examples of what has been accomplished by organized effort. Springfield, Ohio, 1900. 8°. (2), 32 p. Illus. (*Home Florist*, v. 3, no. 4, Oct. 1900.) [3]
- Goold, Nathan.** Capt. James Means, two muster rolls of his companies. [Clippings from the Portland Press, Oct. 7, 1898.] 8°. 6 p. [1]
- *Col. Samuel Brewer's regiment.* [Clippings from the Portland Press, Jan. 25—Feb. 9, 1898.] 8°. 8 p. [1]
- Gordon, Lucie (Austin), Lady Duff.** Letters from Egypt. Revised ed., with memoir by her daughter Janet Ross, new introduction by George Meredith. Illus. N. Y., 1902. 8°. xvi, 383 p. Portraits. [1]
- Gordy, John Pancoast.** Political history of the United States, with special reference to the growth of political parties. Vol. 2. 2d ed., thoroughly revised. N. Y., 1902. 12°. 581 p. [1]
- Gorham, Henry S.** Gorhams of Hardwick, Mass. Boston, 1902. 8°. 8 p. Facsimile. [3]
- Gorst, Harold E.** The curse of education. N. Y., 1901. 12°. (5), 144 p. [1]
- Graham, Alexander.** Roman Africa, an outline of the history of the Roman occupation of North Africa, based chiefly upon inscriptions and monumental remains in that country. With drawings by the author and [folded] maps. London, 1902. 8°. xiii, 325 p. [1]
- Graham, George Edward.** Schley and Santiago, an historical account of the blockade and final destruction of the Spanish fleet under command of Admiral Pasquale Cervera, July 3, 1898; with a personal narrative of the fight by Rear-Admiral W. S. Schley. With illus. Chicago, [1902]. 12°. 474 p. Portraits. [1]

Graham, R. B. Cunninghame. *A vanished Arcadia, being some account of the Jesuits in Paraguay, 1607-1767.* With a map. N. Y., 1901. 8°. xvi, 294 p. [1]

Grand Army of the Republic. *Department of Massachusetts.* Journals of the encampment proceedings, 1881-87. Reprinted by order of the Department encampment of 1900. Boston, 1902. 1. 8°. (3), 600 p. Portraits. [4]

Grand Army Record. [Monthly.] Vol. 5-14, Nov. 1889—Dec. 1900; v. 15, Jan.—July, 1901, no. 1-7. Boston, 1889-1901. 11 v. in 3. f° and 1. 8°. [1]

No more printed.

Grand Rapids, Mich. Public Library. Grand Rapids public schools. Annual report of the committee on public library for the year 1900-01. Grand Rapids, 1901. 8°. [3]

Grande Encyclopédie. Tome 30. Accompagné de cartes, etc. Sigillateur—Thermopole. Paris, [1901]. f°. Illus. [1]

Grant, Mrs. Anne (MacVicar). *Memoirs of an American lady, [Mrs. Margarita Schuyler]; with sketches of manners and scenes in America as they existed previous to the revolution, with unpublished letters and a memoir of Mrs. Grant by J. G. Wilson.* N. Y., 1901. 2 v. 8°. 307 p.; viii, 300 p. Portraits and illus. [1]

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— - *Navy estimates for the year 1901-02, with explanation of differences.* London, 1901. f°. [1]

— - *Navy training and examination of junior naval officers.* Report of the committee appointed by the Lords Commissioners of the Admiralty. London, 1901. f°. vi, 40 p. [1]

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— *Board of Agriculture.* Agricultural returns for Great Britain; with agricultural statistics for the United Kingdom, British possessions and foreign countries, 1899-1900. London, 1900-01. 2 v. 8°. [1]

— - *Annual report on the distribution of grants for agricultural education and research, 1899-1900—1900-01.* London, 1900-01. 2 v. 8°. [1]

— - *Annual reports of proceedings under the diseases of animals acts, the markets and fairs, weighing of cattle acts, etc., for the year 1899-1900.* London, 1900-01. 2 v. 8°. [1]

— - *Committee on agricultural seeds.* Report of the departmental committee. London, 1901. f°. xv p. [1]

— - *Same.* Minutes of evidence, with appendices and index. London, 1901. f°. vi, 232 p. [1]

— - *Committee on milk and cream regulations.* Report of the departmental committee. London, 1901. f°. iii, 72 p. [1]

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- - Committee on Scottish agricultural prices. Minutes of evidence taken before the departmental committee, with appendices and index. London, 1901. f°. iv, 298 p. [1]
- *Board of Education.* Associations constituted under the voluntary schools act, 1897, associated [and] unassociated schools and amounts of aid grants paid, 1900-01. London, 1901. 8°. xiii, 159 p. [1]
- - Code of regulations for day schools, with schedules and appendices, [1901]. London, 1901. 8°. [1]
- - *See also, forward, Committee of Council on Education.*
- - Code of regulations for evening continuation schools, with explanatory memorandum, schedule, and appendices, [1900]. London, 1900. 8°. [1]
- - Directory, with regulations for establishing and conducting science and art schools and classes, to 31st July 1901. London, 1900. 8°. viii, 384 p. [1]
- - Directory, with regulations for establishing, conducting, and inspecting schools and classes in connection with the Board, to 31st July 1902. London, 1901. 8°. viii, 153 p. [1]
- - *Same.* Part 2, comprising syllabuses and lists of apparatus, etc., in use in schools and classes in connection with the Board, to 31st July 1902. London, 1901. 8°. (3), 216 p. [1]
- - Elementary education. Return showing, under county boroughs and administrative counties, for each public elementary school inspected in England and Wales, the name and denomination of school, number of scholars, etc., for the year ended 31st Aug. 1899; with summaries. London, 1901. f°. 1111 p. [1]
- - Report, 1899-1900—1900-01. London, 1900-01. 2 v. in 6. 8°. [1]
- - Report on technical and commercial education in East Prussia, Poland, Galicia, Silesia, and Bohemia, by James Baker. London, 1900. 8°. 122 p. [1]
- - Reports from university colleges, 1900. London, 1900. 8°. [1]
- - Revised instructions applicable to the code of 1901. London, 1901. 8°. [1]
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- - Life assurance companies. Statements of accounts and of life assurance and annuity business, and abstracts of actuarial reports, 31st Dec. 1900. London, 1901. f°. [1]
- - Merchant shipping, mercantile marine fund act, 1898. Light dues, report of a committee appointed to examine the claims and suggestions received for exemption from light dues, or for alteration of the existing scale or rules. [Part] 1-2. London, 1900. f°. 12 p.; 64 p. [1]
- - Patents acts. Report of the committee appointed to inquire into the working of the patents acts on certain specified questions. London, 1901. f°. 12 p. [1]
- - *Same.* Appendices, including minutes of evidence. London, 1901. f°. 170 p. [1]
- - Railways, continuous brakes. Return by the railway companies of the United Kingdom for the six months ending 31st Dec. 1899, 1900. London, 1900-1901. 2 v. f°. [1]
- - Sea fisheries, restrictive legislation in foreign countries. Return of the precise position of foreign law in regard to restrictive legislation affecting sea fisheries. London, 1901. f°. 155 p. [1]
- - Steel rails. Report of the committee appointed to enquire into the loss of strength in steel rails through use on railways, with the appendices. London, 1900. f°. 124 p. [1]
- - Workmen's trains. Return showing the number of workmen's trains running on all railways in Great Britain, the distance run and the fares charged on each particular train; and the return to be prepared as that issued by the Board dealing with London railways in 1897. London, 1900. f°. 338 p. [1]

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- - (*Commercial, Labour and Statistical Department.*) Annual statement of navigation and shipping of the United Kingdom for the year 1899-1900. London, 1900-01. 2 v. f°. [1]
- - - Railway returns for England and Wales, Scotland, and Ireland, 1899-1900; with summary tables for United Kingdom, 1854-99—1850-1900, etc. London, 1900-02. 2 v. f°. [1]
- - - Reports received from the Indian government and the governments of Her Majesty's colonial possessions respecting the regulations in force in India and the colonies with regard to commercial travellers and the treatment of their patterns and samples; with introductory summary. London, 1900. 8°. 88 p. [1]
- - - Statistical abstract for the principal and other foreign countries in each year 1888-97/98—1889-98/99. 26th-27th number. London, 1900-01. 2 v. 8°. [1]
- - - Statistical abstract for the several colonial and other possessions of the United Kingdom in each year, 1878-92, 83-97, 85-99. 30th, 35th, 37th number. London, 1893-1900. 3 v. 8°. [1]
- - - Statistical abstract for the United Kingdom in each of the last fifteen years, 1885-99—1886-1900. 47th-48th number. London, 1900-01. 2 v. 8°. [1]
- - - Statistical tables relating to the colonial and other possessions of the United Kingdom. Part 23. 1897-98. London, 1901. f°. [1]
- - - Trade and shipping of south-east Asia. Return of trade, shipping, railways, and economic condition generally of French Indo-China, Siam, Straits Settlements, and Malay Federated States, and the British and Dutch possessions in the East Indian Archipelago. With map and statistical tables. London, 1901. 8° viii, 122 p. [1]
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- - - Abstract of labour statistics. 6th-7th annual abstract of labour statistics of the United Kingdom, 1898-99—99-1900. London, 1900-01. 2 v. 8°. [1]
- - - Conciliation trade disputes act, 1896. 3d report of proceedings. London, 1901. 8°. [1]
- - - Earnings of agricultural labourers. Report by Wilson Fox on the wages and earnings of agricultural labourers in the United Kingdom, with statistical tables and charts. London, 1900. f°. x, 296 p. Maps. [1]
- - - Strikes and lock-outs. Report by the chief labour correspondent, 1900; with statistical tables. London, 1901. 8°. [1]
- - - Trade unions. Report by the chief labour correspondent, 1897, 99, 1900, with comparative statistics for 1892-96, 92-98, 92-99. London, 1898-1901. 3 v. 8°. [1]
- - - Wages and hours of labour. Report on changes in rates of wages and hours of labour in the United Kingdom in 1899-1900, with statistical tables. London, 1900-01. 2 v. 8°. [1]
- - - Wages, standard piece rates. Report on standard piece rates of wages and sliding scales in the United Kingdom, 1900. London, 1900. 8°. xxv, 308 p. [1]
- - - Wages, standard time rates. Report on standard time rates of wages in the United Kingdom in 1900, with comparative tables. London, 1900. 8°. xii, 210 p. [1]
- - - Workmen's co-operative societies. Report, with statistical tables. London, 1901. 8°. xlviii, 252 p. [1]
- - (*Marine Department.*) Abstracts of the returns of shipping casualties, 30th June 1899-1900; with charts and appendices. London, 1900-01. 2 v. f°. [1]
- - - Merchant seamen. Report of a committee appointed on the question of continuous discharge certificates for seamen, with minutes of evidence, appendix and index. [Part 2.] London, 1901. f°. iii, 103 p. [1]
- - (*Railway Department.*) General report upon the accidents that have occurred on the railways of the United Kingdom during the year 1899, 1900. London, 1900-01. 2 v. f°. [1]

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- - - **Railway accidents.** Returns of accidents and casualties during the year ending 31st Dec. 1891, 99; with reports of the inspecting officers upon certain accidents which were inquired into. London, 1892-1900. 2 v. f°. [1]
- - - **Same.** During the three months ending 31st March 1900; with reports of inspecting officers. London, 1900. f°. [1]
- - - **Same.** During the six months ending 30th June 1900. London, 1900. f°. [1]
- - - **Same.** During the nine months ending 30th Sept. 1900. London, 1901. f°. [1]
- - - **Same.** During the year ending 31st Dec. 1900. London, 1901. f°. [1]
- - - **Same.** During the three months ending 31st March 1901; with reports of the inspecting officers, *etc.*, upon certain accidents which were inquired into. London, 1901. f°. Folded plates. [1]
- - (*Statistical Department.*) **Trade and navigation.** Accounts relating to trade and navigation of the United Kingdom, April 1900—Oct. 1901. London, [1900-01]. 19 v. 8°. [1]
- **Census.** Census of England and Wales. 1901. Preliminary report and tables of the population and houses enumerated in England and Wales, and in the islands in the British seas, on 1st April 1901. London, 1901. f°. xx, 157 p. [1]
- **Charity Commissioners for England and Wales.** 48th report. London, 1901. 8°. [1]
- **Chief Inspector of Alkali, etc., Works.** 36th-37th annual report. Proceedings during the year 1899-1900. London, 1900-01. 2 v. 8°. [1]
- **Chief Registrar of Friendly Societies.** Reports for the year ending 31st Dec. 1899-1900. London, [1900-01]. 4 v. f°. [1]
- **Civil Service Commissioners.** 44th-45th report, with appendix. London, 1900-01. 8°. [1]
- **Colonial Office.** Cape Colony. Correspondence relating to affairs of the Cape Colony. London, 1901. f°. iv, 44 p. [1]
- - Colonial reports, miscellaneous. No. 14. Bahamas. Notes on the planting of the pita plant, agave sisalana, and the extraction and preparation of the fibre. London, 1900. 8°. 8 p. [1]
- - **Same.** No. 16. Selections from colonial reports for 1898 and 1899. London, 1900. 8°. 420 p. [1]
- - Gold coast. Correspondence relating to the Ashanti war, 1900. London, 1901. f°. x, 116 p. [1]
- - Straits Settlements. Reports on the Federated Malay States for 1899-1900. London, 1900-01. f°. [1]
- - West Indies. Correspondence relating to the hurricanes on 7th Aug. and 8th Sept., 1899, and the relief of distress caused thereby. London, 1900. f°. x, 121 p. [1]
- **Commissioner of Police of the Metropolis.** Report, 1890, 97, 99. London, 1891-1900. f°. [1]
- **Commissioners Appointed to Inquire into the Subject of the Water Supply Within the Limits of the Metropolitan Water Companies.** Minutes of evidence, with index. Vol. 2. London, 1900. f°. [1]
- - **Same.** Maps, plans and diagrams. London, 1900. f°. [1]
- **Commissioners for the Paris International Exhibition, 1900.** Report. London, 1901. 2 v. 8°. xl, 242 p.; viii, 336 p. Folded map and sheets. [1]
- **Commissioners in Lunacy.** 54th-55th report. London, [1900-01]. 2 v. 8°. [1]
- **Commissioners of Inland Revenue.** 43d-44th report for the year ended 31st March 1900-01. London, 1900-01. 2 v. f°. [1]
- **Commissioners of Prisons and the Directors of Convict Prisons.** Report, with appendices, for the year ended 31st March 1900-01. London, 1900-01. 2 v. 8°. [1]

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- *Committee of Council on Education*. Education department. 1899. Code of regulations for day schools, with schedules and appendices. London, 1899. 8°. [1]
- - *See also, back, Board of Education.*
- - (*Scotch Education Department.*) Code of regulations for day schools; with appendixes, [1898-99, 1901]. London, [1898-1901]. 8°. [1]
- - - Local authorities in Scotland, technical education. Return showing the extent to which, and the manner in which, local authorities in Scotland have allocated and applied funds to the purposes of technical education during the year ended 15th May 1899. London, [1900]. f°. vii, 50 p. [1]
- - - Report, with appendix, 1899-1900—1900-01. London, 1900-01. 2 v. 8°. [1]
- *Custom House*. Annual statement of the trade of the United Kingdom with foreign countries and British possessions, 1899-1900; compared with the four preceding years. London, 1900-01. 2 v. f°. [1]
- - 44th-45th report, for the year ended 31st March 1900-01. London, 1900-01. 8°. [1]
- *Deputy Master and Comptroller of the Mint*. 30th-31st annual report, 1899-1900. London, 1900-01. 2 v. 8°. [1]
- *Director-General of Railways*. East India, railways. Administration report on the railways in India for the calendar year 1900. London, [1901]. f°. Folded maps. [1]
- *Foreign Office*. British and foreign state papers. 1895-97. Vol. 87-89. Compiled and ed. by librarian and assistant in the Treaty Department, Foreign Office. London, 1900-01. 3 v. 8°. [1]
- - China. No. 1-2. 1900. London, [1900]. f°. [1]
- *Historical Manuscripts Commission*. Calendar of the manuscripts of the Marquis of Salisbury, K.G., etc., preserved at Hatfield House, Hertfordshire. Part 7-8. London, 1899. 2 v. 8°. [1]
- - 13th report. Appendix, part 1. The manuscripts of His Grace the Duke of Portland, preserved at Welbeck Abbey. Vol. 1. London, 1901. 8°. xxviii, 723 p. [1]
- - Report on manuscripts in the Welsh language. Vol. 1, part 2. The first portion of the Welsh manuscripts at Peniarth, the property of William Robert Maurice Wynne. London, 1899. 8°. xix, 297-1066 p. [1]
- - Report on the manuscripts of His Grace the Duke of Portland, preserved at Welbeck Abbey. Vol. 5-6. Norwich, 1899-1901. 2 v. 8°. (2), xv, 677 p.; viii, 411 p. [1]
- - Report on the manuscripts of J. B. Fortescue, preserved at Dropmore. Vol. 3. [1786-96, with addenda, 1796-97.] London, 1899. 8°. ii, 718 p. [1]
- - Report on the manuscripts of Lord Montagu of Beaulieu. London, 1900. 8°. xviii, 251 p. [1]
- - Report on the manuscripts of Mrs. Frankland-Russell-Astley of Chequers Court, Bucks. London, 1900. 8°. xliii, 475 p. [1]
- - Report on the manuscripts of the corporation of Beverley. London, 1900. 8°. (3), 219 p. [1]
- *Home Office*. Judicial statistics, England and Wales. 1898, part 2. 1899. London, 1900-01. 3 v. 4°. [1]
- - Jurisdiction of the metropolitan police magistrates and county justices in the metropolitan police court district. Report of the departmental committee, with minutes of evidence, appendixes, and indices. London, 1900. f°. xiv, 111 p. [1]
- - Naturalization laws. Report of the inter-departmental committee to consider the doubts and difficulties which have arisen in connexion with the interpretation and administration of the acts relating to naturalization, and to advise what amendment, if any, of the law is desirable; with appendix containing the laws of the several British colonies and possessions on the subject of naturalization. London, 1901. f°. 148 p. [1]

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- - Two prison congresses, Paris, 1895, Brussels, 1900. Report to the Secretary of State for the Home Department on the proceedings of the 5th-6th International Penitentiary Congresses, by E. R.-Brise. London, 1901. 8°. xiv, 172 p. [1]
- *India Office*. East India: accounts and estimates, 1900-01, 01-02. Explanatory memorandum by the Secretary of State for India. London, 1900-01. f°. [1]
- - East India, famine. Papers regarding the famine and the relief operations in India during 1899-1900. London, 1900. 2 v. f°. 511 p.; ili, 572 p. [1]
- - East India, financial statement, 1900-01, [01-02]. London, [1900-01]. 2 v. f°. [1]
- - East India, income and expenditure. Return of the net income and expenditure of British India, under certain specified heads, for the eleven years 1889-90—99-1900. London, 1901. f°. [1]
- - East India, north-west frontier. Papers regarding British relations with the neighboring tribes on the north-west frontier of India and Punjab frontier administration. London, 1901. f°. 170 p. [1]
- - East India, progress and condition. Statement exhibiting the moral and material progress and condition of India during the year 1898-99—99-1900. 35th-36th number. London, [1900-01]. 2 v. f°. [1]
- - East India, Royal Indian Engineering College. Correspondence relating to the remodelling of the studies and the retirement of certain of the professors and lecturers. London, 1901. f°. 68 p. [1]
- - Remodelling of course of instruction and retirement of certain of the professors and lecturers. Report of the board of visitors, dated 25th March 1901, and minutes of evidence taken before them. London, 1901. f°. ii, 152 p. [1]
- - East India, trade. Review of the trade of India in 1899-1900—1900-01. Simla, 1900-01. f°. [1]
- - Indian expenditure, royal commission. Correspondence between the Secretary of State for India in council and the Treasury on the report of the commission. London, [1900]. f°. 8 p. [1]
- - Report on sanitary measures in India, 1896-97, 98-99. Vol. 30, 32. London, 1898-99. 2 v. f°. [1]
- - Statistical abstract relating to British India, 1889-90—98 99, 1890-91—99-1900. 34th-35th number. London, 1900-01. 2 v. 8°. [1]
- *Indian Plague Commission*. Minutes of evidence, with appendices. Vol. 1-4. London, 1900-01. 4 v. f°. [1]
- - Same. Report, with appendices and summary. Vol. 5. London, 1901. f°. v, 540 p. [1]
- *Inspector-General of Military Prisons, etc.* Report on the discipline and management of the military prisons, 1899. London, 1900. 8°. [1]
- *Inspector-General of Recruiting*. Army and militia. Annual reports, 1900. London, 1901. f°. [1]
- *Inspector [of] Reformatory and Industrial Schools*. 43d report, 1899. London, 1900. 8°. [1]
- - 44th report, [part 1], 1900. London, 1901. 8°. [1]
- *Inspectors of Constabulary*. Police, counties, and boroughs, England and Wales. Reports for the year ended 29th Sept. 1899-1900. London, [1900-01]. 2 v. f°. [1]
- *Inspectors of Explosives*. 24th-25th annual report, 1899-1900. London, 1900-01. 2 v. f°. [1]
- *Inspectors of Factories*. Factories and workshops. Annual report of the chief inspector, 1899-1900. London, 1900-01. 2 v. f°. Illus. [1]
- *Inspectors of Fisheries*. Salmon and freshwater fisheries, England and Wales. 39th-40th annual report, 1899-1900. London, 1900-01. 8°. Folded sheets. [1]
- - Sea fisheries, England and Wales. 14th-15th annual report, 1899-1900. London, 1900-01. 8°. [1]

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- *Inspectors of Mines.* List of mines in the United Kingdom of Great Britain and Ireland, and the Isle of Man, [1899]. London, 1900. f°. 359 p. Maps [1]
 - - Report to the Secretary of State for the Home Department on the methods of preventing falls of roof adopted at the Courrières collieries, by four of His Majesty's Inspectors of Mines. London, 1901. f°. 26 p. Illus [1]
 - *Lands Settlement Commission, South Africa.* South Africa. Report, 28th Nov. 1900. London, 1901. f°. 24 p. [1]
 - - *Same.* Part 2. Documents, evidence, etc. London, 1901. f°. (2), 364 p. [1]
 - *Local Government Board.* 29th-30th annual report, 1899-1900—1900-01. London, 1900-01. 2 v. 8°. [1]
 - - 28th-29th annual report. Supplement containing the Report of the Medical Officer, 1898-99—99-1900. London, 1899-1901. 2 v. 8°. [1]
 - - Local taxation returns, England. 1898-99. Part 1-2, 5-7. London, 1900. f°. [1]
 - - *Same.* 1899-1900. Part 1. London, 1901. f°. [1]
 - - Report to the Board on the industrial training of girls in the separate and district schools in the metropolitan district, by Ina Stansfield. London, 1899. f°. 125 p. [1]
 - *Meteorological Council.* Report to the Royal Society for the year ending 31st March 1889-93, 97, 1900. London, 1889-1901. 8°. Folded maps. [1]
 - *Ordnance Survey.* Report of progress to the 31st March 1900, 01. London, 1900-01. f°. Folded maps. [1]
 - *Parliament.* General index to the Journals of the House of Lords. Vol. 116-125. 1884-93-4. London, 1900. f°. [1]
 - - Journals of the House of Commons, 11 Feb.—14 Aug. 1896, 30 Jan.—15 Dec. 1900. Vol. 151, 155. London, [1896-1901?]. 2 v. f°. [1]
 - - Local acts, 63d-64th Victoria, 7th session, 26th Parliament, [1900. London, 1900.] 8 v. 8°. [1]
 - - Numerical list and index to the sessional papers, session 1899. London, [1899]. f°. [1]
 - - Parliamentary debates. Authorized ed. 2d session, 27th Parliament. Vol. 89-100. Jan. 23—Aug. 17, 1901. London, 1901. 12 v. 8°. [1]
- Vol. 100 is a General Index. 1901.
- - Public general acts, 63d-64th Victoria, 6th-7th sessions, 26th Parliament; with an index and tables showing the effect of the year's legislation on the public general acts, etc. London, [1900]. 8°. [3]
 - - Public general statutes, 1900-01. See Law Reports.
 - - Report and special report from the select committee on steam engines and boilers, persons in charge, bill; with proceedings, minutes of evidence, appendix and index. London, 1901. f°. xvi, 247 p. [1]
 - - 2d report from the committee of public accounts, with the proceedings, minutes of evidence, appendix, and index. London, 1900. f°. xxii, 233 p. [1]
 - - Report from the joint select committee of the House of Lords and House of Commons on London underground railways; with proceedings, minutes of evidence, appendix, and index. London, 1901. f°. xxiv, 435 p. Folded map. [1]
 - - Report from the joint select committee of the House of Lords and the House of Commons on municipal trading; with proceedings, minutes of evidence, and appendix. London, 1900. f°. x, 513 p. [1]
 - - Report from the joint select committee of the House of Lords and the House of Commons on the presence of the sovereign in Parliament; with proceedings, minutes of evidence, and appendix. London, 1901. f°. xx, 71 p. [1]
 - - Report from the joint select committee of the House of Lords and the House of Commons on the Queen Anne's Bounty Board; with proceedings, minutes of evidence, appendix, and index. London, 1900. f°. vi, 170 p. [1]
 - - Report from the select committee of the House of Lords on early closing of shops; with proceedings and minutes of evidence. London, 1901. f°. xvi, 213 p. [1]

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- - Report from the select committee of the House of Lords on the copyright bill, H. L., and the copyright, artistic, bill, H. L.; with proceedings of the committee, minutes of evidence, and appendix. London, 1900. f°. [1]
- - Report from the select committee on boilers registration and inspection; with proceedings, minutes of evidence, appendix, and index. London, 1900. f°. xx, 267 p. [1]
- - Report from the select committee on court of criminal appeal bill; with proceedings. [Preliminary ?] London, [1895]. f°. iv p. [1]
- - Report from the select committee on hospitals, exemption from rates; with proceedings, minutes of evidence, appendix, and index. London, 1900. f°. xiv, 114 p. [1]
- - Report from the select committee on House of Commons accommodation; with proceedings, minutes of evidence, and appendix. London, 1901. f°. xiv, 45 p. Folded map. [1]
- - Report from the select committee on steamship subsidies; with proceedings, minutes of evidence, appendix, and index. London, 1901. f°. xii, 369 p. [1]
- - Report from the select committee on War Office contracts; with proceedings, minutes of evidence, and appendix. London, 1900. f°. xxxi, 465 p. [1]
- - Special report and report from the select committee on the registration of firms bill; with proceedings, minutes of evidence, and appendix. London, 1900. f°. x, 70 p. [1]
- - Special report and report from the select committee on the sea fisheries bill; with proceedings of the committee, minutes of evidence, appendix, and index. London, 1900. f°. xiv, 180 p. [1]
- - Standing orders of the House of Commons, 1900. London, [1900]. f°. [1]
- - The statutes. 2d revised ed. Vol. 6-16. 1837-86. London, 1893-1900. 11 v. 8°. [1]
- *Post Office*. 46th-47th report of the Postmaster General. London, 1900-01. 8°. [1]
- *Privy Council*. Acts of the Privy Council of England. New series. Vol. 22-24. 1591-93. London, 1901. 3 v. 8°. [1]
- *Public Record Office*. 61st-62d annual report of the Deputy Keeper of the Public Records. London, 1900-01. 8°. [1]
- *Registrar-General*. 60th, 62d annual report of births, deaths, and marriages in England, 1897, 99. London, 1899-1901. 2 v. 8°. [1]
- *Registrar of Friendly Societies*. Building societies. 5th annual report of the proceedings of the registrars under the building societies acts; with an abstract of the annual accounts and statements of societies, 1899, part 2. London, [1900]. f°. [1]
- *Registrar of Joint Stock Companies*. Joint stock companies. Return received of all joint stock companies formed since the first day of Jan. 1899 to the 31st day of Dec. 1899. London, [1900]. f°. [1]
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- - Index to reports of His Majesty's diplomatic and consular representatives abroad on trade and subjects of general interest, with appendix, 1900. London, 1901. 8°. 161 p. [1]
- - Reports on special facilities for locomotion of workmen in Belgium, France, and Germany. London, [1901]. 8°. 27 p. [1]
- - Reports on the metric system. Part 1-2. London, [1900-01]. 8°. 67 p.; 33 p. [1]
- - Reports on trade-marks laws and regulations. Part 1-2. London, [1900]. 8°. (2), 307 p.; 55 p. [1]
- - Reports respecting bounties on ship-building, etc. London, [1901]. 8°. 92 p. [1]

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- *Royal Commission of the Patriotic Fund*. 38th-39th report, being the 31st-32d report of the commissioners appointed by the supplementary commission, 26th March 1868. London, 1900-01. f°. [1]
- *Royal Commission on Arsenical Poisoning*. 1st report of the royal commission appointed to enquire into arsenical poisoning from the consumption of beer and other articles of food or drink. Part 1. Report. London, 1901. f°. vi, 10 p. [1]
- *Royal Commission on Local Taxation*. Minutes of evidence, with index and appendix. Vol. 4-5. London, 1900. 2 v. f°. [1]
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- ***Governor.*** Proclamation [designating the 24th day of April 1902 as Fast Day. Augusta, 1902.] f° sheet. [4]
 — — A proclamation for a day of public thanksgiving and prayer, [Nov. 28, 1901. Augusta, 1901.] f°. [4]
 — ***Industrial School for Girls at Hallowell.*** 27th annual report, 3d under state control. Nov. 19, 1901. Augusta, 1902. 8°. [2]
 — ***Insane Hospital.*** Reports of the trustees, resident officers, and visiting committee of the Maine Insane Hospital and Eastern Maine Insane Hospital, Dec. 1, 1901. Augusta, 1902. 8°. [2]
 — ***Insurance Commissioner.*** 32d, 34th annual report, [1899], 1901. Augusta, 1900-02. 2 v. 8°. [2]
 — ***Legislature.*** House documents, 1901. Augusta, 1901. 2 v. 8°. [2]
 — — Journal of the House of Representatives, 1901, 70th Legislature. Augusta, 1901. 8°. [2]
 — — Journal of the Senate, 1901, 70th Legislature. Augusta, 1901. 8°. [2]
 — — Maine register, state year-book and legislative manual, no. 33, June 1902. Compiled and published by G. M. Donham. Portland, 1902. 16°. [2]
 — — Senate documents, 1901. Augusta, 1901. 8°. [2]
 — ***Library Commission.*** 2d report, 1901; with a statistical account of the public libraries of the state. Augusta, 1902. 8°. [2]
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 — ***Railroad Commissioners.*** 43d annual report, Nov. 30, 1901. Augusta, 1901. 8°. Folded map. [2]
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- Malden, Mass. Centre Methodist Episcopal Church.** Directory, May 1902; including lists of officers in the various departments, an historical sketch, a list of the pastors of the church, and a residential list of members. Malden, [1902]. narrow 24°. 57 p. [3, *Charles E. Mann, Malden, Mass.*]
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- Manchester, N. H. St. James Methodist Episcopal Church.** Directory, 1900-01. Manchester, 1900. 12°. (16) p. Portrait and illus. [1]
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- Manchester (N. H.) Historic Association.** The Historic Quarterly. Collections. Vol. 2. 1900-01. Manchester, 1901. 8°. Portraits and illus. [3]
- Manitoba. Court of Kings Bench.** Manitoba reports. Vol. 13. Reports of cases, [1900-01]. Editor, George Paterson; reporter, W. A. Taylor. Winnipeg, 1902. 8°. [1]
- **Department of Education.** Report for the year ending Dec. 31, 1900. [Winnipeg, 1901.] 8°. [4]
- **Legislature.** Acts, 3d session, 10th Legislature, 1902. Winnipeg, 1902. 8°. [2]
- **Journals, 2d session, 10th Legislature, session 1901.** Winnipeg, 1901. 8°. [2]
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- Manning, William Henry.** The genealogical and biographical history of the Manning families of New England, and descendants. Salem, Mass., 1902. 8°. v, 857 p. Portraits, illus., facsimiles, etc. [1]
- Manson, Edward, and Cook, Walter Ivimey, editors.** Reports of bankruptcy and company cases decided in the High Court of Justice, the Court of Appeal, and the House of Lords. Vol. 8. 1901. London, 1901. 8°. [1]
- Marblehead, Mass. Abbot Public Library.** 24th annual report, 1901-02. *n.p.*, [1902]. 8°. [3]
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- Marden, Orison Swett.** Talks with great workers. N. Y., [1901]. 12°. ix, 335 p. Portraits. [1]
- Marietta College, Marietta, Ohio.** Catalogue, 1901-02. Marietta, 1902. 12°. [3]
- **Catalogue of the officers and alumni, 1835-1901.** Marietta, 1901. 12°. 163 p. [3]
- Marsh, Lucius Bolles, and Parker, Mrs. Harriet Moncrief Kinmonth (Fitts).** Bronsdon and Box families. Part 1. Robert Bronsdon, merchant, and his descendants. Part 2. John Box, ropemaker, and his descendants. Lynn, Mass., 1902. 8°. xix, 311, (2) p. Portraits and illus. [1]
- Martens, Georg Friedrich.** Nouveau recueil général de traités et autres actes relatifs aux rapports de droit international. Continuation du grand Recueil de G. F. de Martens par Felix Stoerk. 2e série. Tome 26-27. Leipzig, 1902. 2 v. 8°. [1]

- Martha's Vineyard Summer Institute.** 25th annual session, July 1902. n.p., [1902]. 16°. Illus. [3]
- Martin, William Alexander Parsons.** The lore of Cathay; or, The intellect of China. Illus. N. Y., 1901. 8°. (3), 480 p. Portraits. [1]
- Martindale, Thomas.** Sport indeed. With illus. from photographs by author. Phila., [1901]. 8°. 364 p. Portrait. [1]
- Marvin, Frederic Rowland.** The last words, real and traditional, of distinguished men and women. Collected from various sources. N. Y., 1901. 8°. (4), 336 p. [1]
- Maryland. Agricultural Experiment Station, College Park.** 14th annual report, 1900-01. n.p., [1901]. 8°. Plates and illus. [3]
- - Bulletin. No. 71-79. Feb. 1901—Jan. 1902. n.p., [1901-02]. 8°. Plates and illus. [3]
- *Bureau of Industrial Statistics.* 2d, 4th-8th, 10th annual report, 1894, 96-99, 1901. Annapolis, 1894; Balt., 1896-1902. 8°. Folded map and tables. [2]
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- *Comptroller of the Treasury Department.* Annual report for the fiscal year ended Sept. 30, 1892-94, 96-99. Chestertown, Camb., 1893-1900. 7 v. 8°. [4]
- *Court of Appeals.* Reports of cases argued and adjudged, W. T. Brantly, state reporter. Vol. 92. Oct. term 1900—Jan. term 1901. Frederick, 1901. 8°. [2]
- *General Assembly.* Archives of Maryland. Journal and correspondence of the Council of Maryland, April 1, 1778—Oct. 26, 1779. Published under the direction of the Maryland Historical Society. [Vol. 21.] W. H. Browne, ed. Balt., 1901. 4°. [3]
- - [House and Senate documents, 1902. Balt., 1902.] 8°. [2]
- - Journal of proceedings, House of Delegates, special session, 1901. Annapolis, 1901. 8°. [2]
- - Same, [regular] session, 1902. Balt., 1902. 8°. [2]
- - Journal of proceedings of the Senate, special session, 1901; Jan. session, 1902. Annapolis, 1901-02. 2 v. 8°. [2]
- - Laws, extraordinary session, 1901; Jan. 1902. Balt., 1901-02. 2 v. 8°. [2]
- *Governor.* Message of J. W. Smith to the General Assembly, regular session, 1902. Balt., 1901 [1902]. 8°. 38 p. [4]
- *Secretary of State.* Maryland manual, 1901, a compendium of legal, historical, and statistical information relating to the state. Balt., [1902]. 8°. (2), 286 p. [2]
- *State Board of Education.* 33d-35th annual report showing the condition of the public schools of Maryland, July 31, 1899-1901. Balt., 1900-02. 4 v. 8°. [4]
- Maryland Historical Society.** Annual report, 1901. Balt., 1902. 8°. [3]
- Mason, Amella Gere.** Woman in the golden ages. N. Y., 1901. 8°. xxiii, 396 p. [1]
- Mason, Harriet L.** American literature, a laboratory method. Phila., 1901. 12°. xxv, 186 p. [1]
- Massachusetts. Adjutant General.** Annual report, 1901. Boston, 1902. 8°. [4]
- - General orders, no. 21, 38, 43-44, 52, 56, 58, 60, 1862; no. 5-6, 10-11, 18, 26-27, 1863; no. 24, 1864. n.t.p. [Boston, 1862-64.] Broadside, etc. [3]
- - Same. [Series of 1901.] No. 1-24. Jan. 4, 1901—Dec. 31, 1901. n.t.p. [Boston, 1901.] 8°. [4]
- - Special order, no. 600, 1862. [Boston, 1862.] Broadside. [3]
- *Agency [for] Revolutionary Pensioners.* [Blank form for giving power of attorney to receive monies due on pension certificates.] n.p., [1818]. 1. 8°. (1) p. [3]
- *Attorney-General.* The official report of the trial of John O'Neil for the murder of Hattie Evelyn McCloud in the Superior Court of Massachusetts. Boston, 1901. 8°. (3), 730 p. [4]
- - Report for the year ending Jan. 15, 1902. Boston, 1902. 8°. [4]
- *Auditor of Accounts.* Report, 1901. Boston, 1902. 8°. [4]

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- *Board of Agriculture.* 49th annual report of the secretary, with the 13th annual report of the Hatch Experiment Station of the Massachusetts Agricultural College, 1901. Boston, 1902. 8°. Illus. [4]
- - Bulletin, no. 1-6. [Series of 1901.] Crop report, May-Oct. 1901. Boston, 1901. 8°. [4]
- - Nature leaflet. No. 11-12. [Oct. 1901—Feb. 1902.] *n.t.p.* [Boston, 1901-02.] 8°. Illus. [4]
- *Board of Cattle Commissioners.* Annual report, Jan. 10, 1902. Boston, 1902. 8°. [4]
- *Board of Commissioners for the Survey of One or More Routes for a Railway from Boston to Albany.* Report. Boston, 1828. 8°. 56 p. [3]
- *Board of Commissioners of Savings Banks.* 28th annual report, 1901. Boston, 1902. 1 v. in 2. 8°. [4]
- *Board of Education.* 65th annual report, 1900-01. Boston, 1902. 8°. Illus. [4]
- - Illiteracy in Massachusetts. By H. G. Wadlin. Reprinted from the 65th report of the Board. Boston, 1902. 8°. 13 p. [4]
- - Massachusetts state normal schools, containing a circular of information, a circular of advice to "one who wishes to become a teacher," and the normal school admission examination papers, 1896-1901. Boston, 1901. 8°. 220 p. [4]
- - Normal schools of Massachusetts, with suggestions to candidates for admission thereto. Reprinted from the 65th and other reports of the Board. Boston, 1902. 8°. 17 p. [4]
- - State reimbursement of advances in teachers' salaries, under the provisions of section 30, chapter 42, Revised laws. Reprinted from the 65th report of the Board. Boston, 1902. 8°. 16 p. [4]
- - Superintendents and superintendency districts of Massachusetts. Reprinted from 65th report of the Board. Boston, 1902. 8°. 34 p. [4]
- - Teaching positions in Cuba and the Philippine Islands. *n.t.p.* [Boston, 1901.] 8°. 4 p. [4]
- *Board of Gas and Electric Light Commissioners.* 17th annual report, Jan. 1902. Boston, 1902. 8°. [4]
- *Board of Harbor and Land Commissioners.* Annual report, 1901. Boston, 1902. 8°. [4]
- - Atlas of the boundaries of the city of Lynn, and towns of Nahant, Saugus, and Swampscott, Essex Co., and Wakefield, Middlesex Co. [Boston], 1902. f°. Plans. [4]
- - Atlas of the boundaries of the city of Salem, and towns of Danvers, Marblehead, and Peabody, Essex Co. [Boston], 1902. f°. [4]
- - Atlas of the boundaries of the town of Arlington, Middlesex Co. [Boston], 1901. f°. Plans. [4]
- - Atlas of the boundaries of the town of Sandwich, Barnstable Co. [Boston], 1901 f°. Plans. [4]
- - Atlas of the boundaries of the towns of Carver and Wareham, Plymouth Co. [Boston], 1902. f°. Plans. [4]
- - Atlas of the boundaries of the towns of Cohasset, Weymouth, Norfolk Co., Hingham, Hull, Plymouth Co. [Boston], 1901. f°. Diagrams. [4]
- - Atlas of the boundaries of the towns of Marshfield, Pembroke, and Scituate, Plymouth Co. [Boston], 1902. f°. Plans. [4]
- *Board of Metropolitan Park Commissioners.* Report, Jan. 1902. Boston, 1902. 8°. [4]
- *Board of Police for the City of Boston.* 17th annual report, 1901. Boston, 1902. 8°. [4]
- *Board of Police for the City of Fall River.* Annual report, 1901. Boston, 1902. 8°. [4]
- *Board of Railroad Commissioners.* 33d annual report, Jan. 1902; [with returns for the year ending June 30, 1902]. Boston, 1902. 8°. Folded map. [4]

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- *Board of Registration in Dentistry*. 15th annual report, 1901. Boston, 1902. 8°. [4]
- *Board of Registration in Medicine*. 8th annual report, Jan. 1902. Boston, 1902. 8°. [4]
- *Board of Registration in Pharmacy*. 16th annual report, 1901. Boston, 1902 [1901]. 8°. [4]
- *Bureau of Statistics of Labor*. 31st-32d annual report, March 1901-02. Boston, 1901-02. 2 v. 8°. [4]
- - The annual statistics of manufactures, 1901. 16th report. Boston, 1902. 8°. [4]
- - Labor bulletin, no. 20-23. Nov. 1901—Aug. 1902. [Boston, 1901-02.] 8°. [4]
- - Labor chronology, 1900. From the 31st annual report of the Bureau. By H. G. Wadlin. Boston, 1901. 8°. [4]
- *Charter*. See *Society of Colonial Wars in the Commonwealth of Massachusetts*.
- *Chief of District Police*. Report, 1901, including the inspection and detective departments. Boston, 1902. 8°. [4]
- *Civil Service Commissioners*. 18th annual report, Dec. 27, 1901. Boston, 1902. 8°. [4]
- *Collector of the Revenue for the 10th Collection District of Massachusetts*. Statement of the amount of the internal duties imposed by the United States paid by each person in the 10th Collection District of Massachusetts during the year 1819. Watertown, 1820. 8°. (1) p. [3]
- *Commissioner of Public Records*. 14th report on the custody and condition of the public records of parishes, towns, and counties. Boston, 1902. 8°. [4]
- *Commissioners for the Survey of Boston Harbor*. Report, [1837; L. Baldwin, S. Thayer, J. Hayward, commissioners]. *h.t.p.*, [1837]. 8°. 26 p. Folded plan. [3]

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- *Commissioners of the Firemen's Relief Fund*. 11th annual report, 1901. Boston, 1902 [1901]. 8°. [4]
- *Commissioners on Inland Fisheries and Game*. Report, 1901. Boston, 1902. 8°. Plates. [4]
- *Commissioners on War Records*. Report, Jan. 1902. Boston, 1902. 8°. [4]
- *Constitution*. The constitution of the state and that of the United States; the Declaration of Independence, with President Washington's Farewell address. Portland, [179-]. 16°. 119 p. [1]
- *Controller of County Accounts*. 15th annual report, Feb. 1902. Boston, 1902. 8°. [4]
- *Council*. [Circular containing Resolve for the erection of a statue of Major General Nathaniel Prentiss Banks in the State House or on the grounds; with conditions for submission of models by artists named in the circular.] *n.t.p.* [Boston, 1901.] 1. 8°. (4) p. [4]
- - List of commissions which expire in 1902. *n.t.p.* [Boston, 1902.] 4°. [4]
- - [Report of the committee of the whole Council on the returns of votes for state officers, 1901.] *n.t.p.* [Boston, 1901.] 8°. [4]
- *Court of Assistants of the Colony of the Massachusetts Bay*. Records of the Court, 1630-92. Printed under the supervision of John Noble, clerk of the Supreme Judicial Court. Vol. 1. Boston, 1901. 8°. xiii, (2), 588 p. Facsimile and illus. [3, John Noble.]
- *Dairy Bureau*. 11th annual report, Jan. 15, 1902. Boston, 1902. 8°. [4]
- *Danvers Insane Hospital*. 24th annual report, Sept. 30, 1901. Boston, 1902. 8°. [4]
- *Executive Council*. See Ford, W. C.
- *Free Public Library Commission*. 12th report, 1902. Boston, 1902. 8°. [4]

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- *General Court.* Acts and resolves, public and private, of the province of the Massachusetts Bay: to which are prefixed the charters. With historical and explanatory notes, and an appendix. Vol. 9, being v. 4 of the appendix, containing resolves, etc., 1708-20. Boston, 1902. 1. 8°. [4]
- - Acts and resolves, extra session, 1901. Boston, 1901. 8°. [4]
- - Acts and resolves, 1902. Boston, 1902. 8°. [4]
- - *Same.* [Pamphlet edition.] *h.t.p.* Boston, [1902]. 8°. [4]
- - [Album of the officers and members of the House of Representatives, 1877. Photographs.] *n.t.p.* [1877.] 12°. [3, *Samuel A. Green, M.D., Boston.*]
- - *Same.* 1878. [Photographs.] *n.p.*, [1878]. 8°. [3, *Samuel A. Green.*]
- - Album of the officers of the Legislature, 1878. [Photographs.] *n.p.*, [1878]. 16°. [3, *Samuel A. Green.*]
- - Bulletin of committee hearings, 1902. *n.t.p.* [Boston, 1902.] 2 v. 8°. [4]
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- - Calendar [of the House of Representatives, extra session, 1901]; 1902. *n.t.p.* [Boston, 1901-02.] 8°. [4]
- - Calendar [of the Senate, special session, 1901]; 1902. *n.t.p.* [Boston, 1901-02.] 8°. [4]
- - Daily list of legislative committee hearings, March 18—April 14, 1902. [No. 1-20.] *n.t.p.* [Boston, 1902.] 8°. [4]

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- - [Documents printed by order of the House of Representatives, special session, 1901.] *n.t.p.* [Boston, 1901.] 8°. [4]
- - [Documents printed by order of the Senate, special session, 1901.] *n.t.p.* [Boston, 1901.] 8°. [4]
- - Fish and game laws of Massachusetts. Published by the Commissioners of Fisheries and Game. Boston, 1902. 24°. 51, (1) p. [4]
- - Hearing [before committee on ways and means] on bill relative to the protection of the public health in the valley of the Neponset River, May 9, 1900. [Stenographic report.] *n.t.p.* 4°. [4]

Typewritten.

- - Hearings to consider the claims of Clinton, Sterling, and Holden, [by reason of the construction of the Wachusett reservoir], held before committee appointed by the Governor under the provisions of chapter 101, Resolves of 1901, Nov. 21, 1901—Dec. 24, 1901. Boston, 1902. 2 v. 8°. 736 p.; 737-1475 p. [4]
- - *Same.* [Typewritten copy, containing no. 2-14, Dec. 2-24, 1901.] *n.t.p.* [1901.] 13 pt. [4]
- - Joint special committee on the consolidating and arranging of the Public statutes. [Calendar and documents.] *n.t.p.* [Boston, 1901.] 8°. [4]
- - - Journal. Boston, 1901. 8°. vii, 413 p. [4]
- - - Report of a sub-committee. *n.t.p.* Boston, [1901]. 8°. 3 p. [4]
- - - Report of the joint special committee. Boston, 1901. 2 v. 1. 8°. xii, 1220 p.; 1221-1969 p. [4]
- - - *Same.* Amendments. Boston, 1901. 8°. 9 p. [4]
- - Journals of the House of Representatives of His Majesty's province of the Massachusetts-Bay, 1715. Ed. by W. C. Ford. Boston, 1902. 1. 8°. xviii, (1), 104 p. [1]

250 copies printed from type. No. 40.

- - Journal of the House of Representatives, special session, 1901. Boston, 1901. 8°. [4]
- - Journal of the Senate, special session, 1901. Boston, 1901. 8°. [4]
- - List of committees of the General Court, 1902. Boston, 1902. 24°. [4]
- - Manual for the use of the General Court, [1902]. Boston, 1902. 16°. [4]
- - [Proceedings of the Legislature as reported in the Boston Journal, 1902.] *n.t.p.* [Boston, 1902.] 8°. [3]

Massachusetts. General Court, continued.

- - Provisions of law concerning innholders and common victuallers. Compiled by the Secretary of the Commonwealth. Boston, 1902. 8°. 17 p. [4]
- - Public services in memory of Roger Wolcott, Boston, April 18, 1901. [Boston, 1901.] 1. 8°. 62 p. Portrait. [3]
- - [Reports of hearings before legislative committees as published in the Boston Journal, 1902.] *n.t.p.* [Boston, 1902.] 8°. [3]
- - The revised laws of the commonwealth of Massachusetts, enacted Nov. 21, 1901, to take effect Jan. 1, 1902; with the constitution of the United States, the constitution of the commonwealth, and tables showing the disposition of the Public statutes and of statutes passed since the enactment of the Public statutes. [F. W. Hurd, C. W. Clifford, C. N. Harris, Commissioners.] Boston, 1902. 2 v. 1. 8°. lxiv, 945 p.; 946-1969 p. [4]
- - *Same.* Temporary index. [By C. S. Tilden.] *n.p.*, [1902]. 8°. 36 p. [1]
- - Revised laws relating to political committees, caucuses, conventions, and the nomination of candidates, including changes by the Legislature of 1902; with appendix. 1902. Compiled by R. L. Gay. Boston, 1902. 24°. xiv, 112 p. [3]
- - Revised laws relative to the employment of superintendents of schools for small towns. Enacted Nov. 21, 1901, to take effect Jan. 1, 1902. *n.t.p.* [1902.] 8°. 3 p. [4]
- - Supplement to laws relating to elections, containing laws enacted during the session of 1901. Boston, 1901. 8°. 12 p. [4]
- - Testimony of the members of the Board of Gas and Electric Light Commissioners at a hearing before the committee on public lighting on the subject of water gas. *h.t.p.* [Boston, 1902.] 8°. 56 p. Folded diagrams. (House doc., no. 1438.) [4]
- - *See* Bridgman, A. M.; — Dean, J. W.
- *General Superintendent of Prisons.* 8th-14th annual report concerning prison labor, Dec. 1894-1900. Boston, 1895-1901. 8°. [4]

A manuscript title-page reads "Reports on prison industries in Massachusetts, by F. G. Pettigrove, General Superintendent of Prisons, 1894-1900."

- *Governor.* Address of W. M. Crane to the Legislature, Jan. 2, 1902. Boston, 1902. 8°. [4]
- - Proclamation [designating the 26th of April 1902 as Arbor Day. Boston, 1902.] f° sheet. [4]
- - Proclamation for a day of public thanksgiving and praise, [Nov. 28, 1901. Boston, 1901.] Broadside. [4]
- - *See* Ford, W. C.
- *Greylock Commission.* 1st annual report, Jan. 1902. Boston, 1902. 8°. [4]
- *Highway Commission.* 9th annual report, Jan. 1902. Boston, 1902. 8°. Folded map. [4]
- *Hospital for Dipsomaniacs and Inebriates, Foxborough.* 10th annual report, Sept. 10, 1901. Boston, 1902. 8°. Illus. [4]
- *Hospital for Epileptics, Palmer.* Report for the year ending Sept. 30, 1901. Boston, 1902. 8°. [4]
- *Inspector of Gas Meters and Illuminating Gas.* Annual report, Jan. 1902. Boston, 1902. 8°. [4]
- *Insurance Commissioner.* 47th annual report, Jan. 1, 1902. Boston, 1902. 1 v. in 2. 8°. [4]
- *Lyman and Industrial Schools.* 7th annual report, Sept. 30, 1901. Boston, 1902. 8°. [4]
- *Medfield Insane Asylum.* 6th annual report, Sept. 30, 1901. Boston, 1902. 8°. [4]
- *Metropolitan Water and Sewerage Board.* 1st annual report, Jan. 1, 1902. Boston, 1902. 8°. Folded maps and illus. [4]
- *Militia. (13th Regiment Association.)* Circular, no. 14. [Report of the secretary, etc., Dec. 1901.] *h.t.p.* [1901.] 1. 8°. 21 p. [3]

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- *Nautical Training School*. Annual report of the commissioners, Jan. 1, 1902. Boston, 1902. 8°. [4]
- *Northampton Insane Hospital*. 46th annual report, Sept. 30, 1901. Boston, 1902. 8°. [4]
- *Prison Commissioners*. 1st annual report, Sept. 30, 1901. Boston, 1902. 8°. [4]
- *School for the Feeble-Minded, Waltham*. 54th annual report, Sept. 30, 1901. Boston, 1902. 8°. [4]
- *Secretary of the Commonwealth*. Abstract of the certificates of corporations organized under the general laws of Massachusetts, with the annual returns during the year 1900. Boston, 1902. 8°. [4]
- - Aggregates of polls, property, taxes, etc., as assessed May 1, 1901. Boston, 1901. 8°. [4]
- - 10th annual report, 1901. Boston, 1902. 8°. [4]
- - Annual reports of various public officers and institutions, 1900. Boston, 1901. 12 v. 8°. [4]
- - Catalogue of annual reports contained in the Massachusetts public documents, 1898-99. See **Massachusetts Library Club**.
- - Massachusetts soldiers and sailors of the revolutionary war. A compilation from the archives. [Vol. 9. Kab—Lsu.] Boston, 1902. 1. 8°. [4]
- - Number of assessed polls, registered voters and persons who voted in each voting precinct at the state, city, and town elections, etc., 1901. Boston, 1902. 8°. [4]
- - 59th report of births, marriages, and deaths in the commonwealth; returns of libels for divorce, etc., 1900. Ed. by F. A. Harris. Boston, 1901. 8°. [4]
- - [Circular relative to statistical tables contained in the report.] *n.t.p.* [1902.] 1. 8°. (2) p. [4]
- - The State House, Boston, Mass. [Compiled by E. M. Burrill.] Boston, 1901. 16°. 66 p. Illus. [4]
- *State Board of Charity*. 23d annual report, Jan. 1902. Boston, 1902. 8°. [4]
- - The city and town almshouses and the pauper abstract, from the 23d annual report of the Board. Boston, 1902. 8°. 100, 1 p. [4]
- - Reports of certain charitable corporations, from the 23d annual report of the Board, 1902. Boston, 1902. 8°. 168 p. [4]
- *State Board of Conciliation and Arbitration*. Annual report, 1901. Boston, 1902. 8°. [4]
- *State Board of Health*. 32d annual report, [Sept. 30, 1901]. Boston, 1901. 8°. Plates. [4]
- - Mortality of Massachusetts for the week ending Jan. 5—Dec. 28, 1901. [Vol. 19. With the weekly meteorological record; also, summary of inspection of food and drugs, Dec. 1900—Nov. 1901.] *n.t.p.* [Boston, 1901.] 4°. [4]
- *State Board of Insanity*. 3d annual report, Sept. 30, 1901. Boston, 1902. 8°. [4]
- *State Farm at Bridgewater*. 48th annual report, Sept. 30, 1901. Boston, 1902. 8°. [4]
- *State Hospital at Tewksbury*. 48th annual report, Sept. 30, 1901. Boston, 1902. 8°. [4]
- *State Library*. Report of the librarian for the year ending Sept. 30, and annual supplement to the catalogue. Boston, 1902. 8°. [4]
- *State Normal Art School*. Circular and catalogue, 30th year, 1902-03. Boston, 1902. 8°. [3]
- *State Normal School at Bridgewater*. [Catalogue and circular], 1901-02. Terms 138 and 139. Boston, 1902. 8°. Illus. and maps. [4]
- *State Normal School at Fitchburg*. Catalogue and circular for the year ending June 25th, 1902. Boston, 1902. 8°. [3]
- *State Normal School at Framingham*. Catalogue and circular, 1902-03. Boston, 1902. 8°. [3]

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- *State Normal School at Hyannis, Mass.* Catalogue and circular, 1902-03. Boston, 1902. 8°. Illus. [3]
- *State Normal School at Lowell.* Catalogue and circular, 4th-5th year ending June 1901-02. Boston, 1901-02. 8°. [3]
- *State Normal School at North Adams.* Circular and catalog for year ending June 30, 1902. Boston, 1902. 8°. Illus. [3]
- - Class day and graduation of the class of 1901, [programme]. *h.t.p.* [1901.] 16°. (7) p. [1]
- - [Photographs illustrating the North Adams Normal School.] *n.t.p.* [1901?] obl. 8°. (25) p. [3]
- *State Normal School at Salem.* 48th year, 1901-02. Boston, 1902. 8°. Illus. [3]
- *State Sanatorium at Rutland, (formerly Hospital for Consumptives and Tubercular Patients).* 5th annual report, Sept. 30, 1901. Boston, 1902. 8°. [4]
- *Superior Court.* Rules of the Superior Court, 1900. *h.t.p.* [Boston, 1900.] 12°. 97 p. [4]
- *Supreme Judicial Court.* Massachusetts digest. Supplement. A digest of the reported decisions of the Supreme Judicial Court, 1894-1901, contained in the Massachusetts reports, v. 162-177. By C. N. Harris. Boston, 1902. 1. 8°. (3, 645) p. [1]
- - Massachusetts reports. 178-179. Cases argued and determined, Feb.-Oct. 1901. H. W. Swift, reporter. Boston, 1902. 2 v. 8°. [4]
- - Rules of the Court, 1884, [with amendments to 1898]. *h.t.p.* [Boston, 1884-98.] 12°. (2), 71, (7) p. [4]
- *Taunton Insane Hospital.* 48th annual report, Sept. 30, 1901. Boston, 1902. 8°. [4]
- *Tax Commissioner.* Report, 1901. Boston, 1902. 8°. [4]
- - Supplemental list. Corporations taxable under Public statutes, chapter 13, organized since Dec. 31, 1900, and including recent charters, whether accepted or not. *n.t.p.* [1901.] 8°. 8 p. (Tax doc., 1901. No. 2.) [4]
- - Tables of stocks and securities taxable by the assessors of cities and towns in Massachusetts. Boston, 1898-1901. 8°. [4]
- *Treasurer and Receiver-General.* Report, 1901. Boston, 1902. 8°. [4]
- *Valuation Committee, 1821.* [Journal of the committee on valuation, June session, 1821.] MS. 8°. (32) p. [3]
- *Wachusett Mountain State Reservation Commission.* 2d annual report, Jan. 1902. Boston, 1902. 8°. Illus. [4]
- *Westborough Insane Hospital.* 17th annual report, Sept. 30, 1901. Boston, 1902. 8°. [4]
- *Worcester Insane Hospital.* 69th annual report, and 24th annual report of the Worcester Insane Asylum, Sept. 30, 1901. Boston, 1902. 8°. [4]
- *Archives.* See Davis, A. M.
- *Biography.* See Herndon, R., compiler; — New England Library of Genealogy and Personal History.
- *Description.* See Bragdon, J. H.
- *Finance.* See Simons, W. C.
- *Fisheries.* See Chamberlayne, C. F.
- *Forestry.* See Sessions, W. R.
- *History.* See Pennypacker, S. W.; — also, back, *Secretary of the Commonwealth.*
- - (Regimental histories.) (6th Regiment Infantry.) See Watson, B. F.
- - - (10th Regiment Infantry.) See Parsons, J. B.
- *Jurisprudence.* See Clark, E. H.; — Hall, P. F.; — Perley, S.
- *Rivers, Harbors, etc.* See United States. *Coast and Geodetic Survey.*
- Massachusetts, Cities and Towns of.** [School reports, 1901-02.] *r.p.* [1901-02.] 9 v. 8°. [3]
- [Seals of the towns and cities of Massachusetts.] 2 v. 8°. [4]

- Massachusetts Agricultural College.** *Aggie Life*. Vol. 11, no. 10. April 10, 1901. Amherst, Mass., 1901. 4°. Illus. [4]
- 39th annual report, Jan. 1902. Boston, 1902. 8°. [4]
- The Index. Published [annually] by the Junior Class of the College. Vol. 12-13, 17, 19-20, 23-29, 33. Nov. 1880-81, Jan. 1886, [Dec.] 1887-88, Dec. 1891-97, 1901. Northampton, [etc.], 1880-[1901]. 13 v. 8°. Portraits and illus. [4]
- *Hatch Experiment Station*. 14th annual report, Jan. 1902. Boston, 1902. 8°. [4]
- - Bulletin. No. 75-83. July 1901—July 1902. Amherst, 1901-02. 8°. Plates and illus. [3]
- - *Meteorological Observatory*. Bulletin. No. 151-165. July 1901—Sept. 1902. *n.t.p.* [1901-02.] 8°. [3]
- Massachusetts Audubon Society.** Travelling library. No. 1-4. Circulated by Woman's Education Association. *n.p.*, [1902]. 16°. [3]
- Massachusetts Charitable Eye and Ear Infirmary.** 75th-76th annual report, 1900-01. Boston, 1901-[02]. 8°. [3]
- Massachusetts Charitable Mechanic Association.** Catalogue of the department of fine arts, 14th exhibition. 4th ed. Boston, 1881. 8°. 47 p. Illus. and plan. [3, *Robert T. Swan, Boston.*]
- Proceedings, [105th]-106th annual meeting, Jan. 1900-01, including biographical notices of members deceased during the year 1899-1900. Boston, 1900-01. 8°. [3]
- Massachusetts College of Pharmacy.** 36th annual catalogue, 1902-03. Boston, [1902]. 12°. [3]
- Massachusetts Fish and Game Protective Association.** Abstracts of the fish and game laws of Massachusetts, 1900. Boston, 1900. narrow 24°. 34, (2) p. [3]
- Massachusetts General Hospital.** 88th annual report of the trustees, including the McLean Hospital and the Convalescent Home in Waverley, 1901. Boston, 1902. 8°. [3]
- Massachusetts Historical Society.** Collections. 7th series. Vol. 2. [The Trumbull papers.] Boston, 1902. 8°. [1]
- Proceedings. 2d series. Vol. 15. 1901-02. Boston, 1902. 8°. Portraits and plates. [3]
- Massachusetts Home for Intemperate Women.** 20th report, [for the year ending March 31, 1901]. Boston, 1901. 12°. [3]
- Massachusetts Homœopathic Hospital.** 21st-26th, 28th-32d annual report of the Hospital and of the Ladies' Aid Association, Dec. 31, 1890-95, 97-1901. Boston, 1891-1902. 8°. Illus. and plans. [3]
- Massachusetts Horticultural Society.** Transactions, 1901. Part 1. Boston, 1902. 8°. Plates. [3]
- Massachusetts Indian Association.** 19th annual report, Nov. 1901. Boston, 1902. 12°. [3]
- Massachusetts Industrial Art Teachers' Association.** Addresses read at the 19th annual meeting, [1901]. Boston, 1901. 8°. [4]
- Massachusetts Infant Asylum.** 35th annual report of the directors, 18 Feb. 1902. Brookline, 1902. 12°. [3]
- Massachusetts Institute of Technology.** 37th annual catalogue, 1901-02. Boston, 1902. 8°. Folded plan. [3]
- Annual report of the president and treasurer, Dec. 11, 1901. Boston, 1902. 8°. [3]
- General statement of the receipts and disbursements by the treasurer for the year ending Sept. 29, 1900. Boston, 1900. 8°. [4]
- Programme of the courses of instruction, with a statement of the requirements for admission and a list of the officers, [1901]. Boston, 1901. 8°. [3]
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The report for 1897 is for one year.

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— Arrow leaflets. Vol. 11, no. 1-12. April 1901—March 1902. *n.t.p.* [Boston, 1901-02.] 8°. [3]

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Maurtua, Victor M. The question of the Pacific. An edition in English, enlarged and brought up to date, with map of disputed territory, by F. A. Pezet. Phila., 1901. 8°. vi, 5-312 p. [3]

May, John Joseph. Danforth genealogy. Nicholas Danforth of Framingham, Eng., and Cambridge, N. E., 1589-1638, and William Danforth of Newbury, Mass., 1640-1721, and their descendants. Boston, 1902. 8°. xvi, 476 p. Portraits and plates. [1]

Mayhew family. [Mayhew pedigree.] Descendants of Thomas Mayhew, Governor and patentee of Martha's Vineyard, Nantucket, and Elizabeth Isles. 1855? Photograph. Size, 12 in. × 15.5 in. [1]

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Meakin, Budgett. The Moors, a comprehensive description; with illus. London, 1902. 8°. xxii, 503 p. [1]

Medfield, Mass. Proceedings at the celebration of the 250th anniversary of the incorporation of the town, June 6, 1901. Boston, 1902. 1. 8°. 112 p. Illus. [3]

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Meigs, Henry Benjamin. Record of the descendants of Vincent Meigs, who came from Dorsetshire, England, to America about 1635. [Balt., 1901.] 4°. 374 p. Portraits, illus., map and facsimiles. [1]

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No. 153 of an ed. limited to 250 copies.

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Mercury, The, and New England Palladium. [Semi-weekly.] Vol. 19-20. Jan. 1—Dec. 31, 1802. Boston, 1802. f°. [1]

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Methodist Episcopal Church. Minutes of the annual conferences. Fall conferences, 1901; spring conferences, 1902. N. Y., [1902]. 8°. [1, 3]

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— El código penal, 1900. See Rodríguez, R.

— Comercio de importación y exportación con América y Antillas, años fiscales de 1897-98, 98-99, 99-1900. México, 1901. f°. 133 p. [3]

— Law for the promotion of new industries in the United States of Mexico. Published by the Mexican Commission at the Pan-American Exposition. [Buffalo, N. Y., 1901.] narrow 16°. (4) p. [3]

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— Leyes civiles vigentes que se relacionan con la iglesia y sentencias pronunciadas con arreglo a ellas por los tribunales de la república. México, 1893. 8°. vi, 164 p. [1]

Mexico, continued.

- Patent law of the United States of Mexico. Published by the Mexican Commission at the Pan-American Exposition. [Buffalo, N. Y., 1901.] 16°. 19 p. [3]
- Recopilacion de leyes, decretos y providencias de los poderes legislativo y ejecutivo de la Union. Formada por la redaccion del "Diario oficial." Tomo 70-72. [Agosto 1897—Agosto 1898.] México, 1899-1902. 3 v. 8°. [1]
- Semanario judicial de la federación. Coleccion de las sentencias pronunciadas por los tribunales federales de la república. 3a epoca. Tomo 12. [Enero-Dic. 1897.] México, 1899. 8°. [1]
- Same. Tribunal pleno. Amparos. 1898-1900. 4a epoca. Tomo 2-6. [Julio 1898—Dic. 1900.] México, 1899-1901. 5 v. 8°. [1]
- Trade mark law of the United States of Mexico. Published by the Mexican Commission at the Pan-American Exposition. [Buffalo, N. Y., 1901.] narrow 16°. 8 p. [3]
- *Comisión Geográfico-Exploradora*. Exposición Internacional Colombina de Chicago en 1893. Catálogo de los objetos que componen el contingente de la Comisión, precedido de algunas notas sobre su organización y trabajos, por el ingeniero director Agustin Diaz. Xalapa-Enriquez, 1893. 4°. 24 p. Maps, plates, etc. [3]
- - Exposicion Universal Internacional de Paris en 1900. Catálogo de los objetos que componen el contingente de la expresada Comisión, precedido de una reseña abreviada sobre su organización y trabajos por el ingeniero director Julio Alvarado. México, 1900. 12°. 46 p. [3]
- - The Geographical and Exploring Commission of the Mexican Republic. Sketch of its organization and labors. By the directing engineer, Julio Alvarado. [Buffalo, N. Y., 1901.] 8°. 23 p. Map. [3]
- *Commission of Agricultural Parasitology of the Secretary for Public Promotion*. Catalogue of collections of pests and insecticides. Mexico, 1901. 8°. 6 p. [3]
- *Delegacion á la Segunda Conferencia Pan-Americana*. Informe referente á lo que los Estados Unidos Mexicanos han hecho en obsequio de las recomendaciones de la primera Conferencia reunida en Washington en 1889-90. México, 1901. f°. 22, 190 p. Folded map. [3]
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- Prematica en qve se manda no se puedan pedir salarios, sino se mostrare assiento del firmado de la persona a quien dixere ha seruido ò en el libro que tuiniere y estuiniere assentados los demas salarios de criados fin que baste prouarlo con testigos ni otro genero de prouança. Madrid, 1616. f°. (7) p. [1]
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- Prematica en qve se prohibe que de aqui adelante ninguna persona sea ossado de tener pistoletes ni traerlos consigo ni tenerlos en su casa ni los oficiales labrarlos ni adereçarlos. Y se ponen las penas en que han de incurrir los que fueren contra lo contenido en esta ley. Madrid, 1618. f°. (7) p. [1]
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Spain, continued.

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- Texas. Agricultural Experiment Stations, College Station.** 12th-13th annual report, June 30, 1900-01. Austin, 1901-02. 8°. Diagrams and illus. [3]
- - Bulletin. No. 59-64. Austin, 1901-02. 8°. Plates and illus. [3]
- *Comptroller of Public Accounts.* Annual report, Aug. 31, 1898. Austin, 1898. 8°. [4]
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Texas. Legislature, continued.

- [House journal, 27th Legislature, 1901; 1st-2d called session, 1901.] *n.t.p.* [1901.] 2 v. 8°. [2]
- [Senate journal, 27th Legislature, 1901; 1st-2d called session, 1901.] *n.t.p.* [1901.] 2 v. 8°. [2]
- *Supreme Court.* Texas reports. Cases adjudged, Nov. 1901. Reported by A. E. Wilkinson. Vol. 94. *n.p.*, 1902. 8°. [2]
- Thayer, Nathaniel.** The Christian doctrine as interpreted by Unitarians, and their duty. Sermon, installation of the Rev. Winthrop Bailey to the pastoral care of the Third Congregational Society, Greenfield, Oct. 12, 1825. Greenfield, 1825. 8°. 25 p. [1]
- Thayer Academy, Braintree, Mass.** Catalogue, 24th-25th year, 1900-01—1901-02. Boston, [1900-01]. 12°. Illus. [3]
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- Thring, Henry, 1st Baron.** Practical legislation, the composition and language of acts of Parliament and business documents. Toronto, Boston, 1902. 8°. vii, 140 p. [1]
- Thwaites, Reuben Gold.** Father Marquette. Illus. N. Y., 1902. 12°. xv, 244 p. Portrait. (Appletons' Life histories.) [1]
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- Preliminaries of Concord fight. Read before the Concord Antiquarian Society. [Concord, Mass., 1901?] 8°. 28 p. Illus. [3]
- Tolman, Gilbert Alden.** Memorial of the North Baptist Church, Randolph, Mass., semi-centennial celebration, Nov. 7, 1869. Randolph, Mass., 1870. 8°. 65, 21 p. Portraits and illus. [3, *Author.*]
- Reminiscences of Randolph. [Clippings from the Randolph Register and News, 1897-1901.] 8°. 94 p. [1]
- Tompkins, Herbert W.** Highways and byways in Hertfordshire, [Eng.]. With illus. London, 1902. 12°. xiv, 348 p. [1]
- Tooker, William Wallace.** The Algonquian series. No. 5-10. N. Y., 1901. 6 v. 12°. [1]
- Topsfield, Mass.** *Directory*, 1901-02. *See Naumkeag Directory.*
- Torrey, Bradford.** Footing it in Franconia, [N. H.]. Boston, 1901. 12°. (3), 251 p. [1]
- Tower, Henry M.** Historical sketches relating to Spencer, Mass. Vol. 1-2. 1901-02. Spencer, 1901-02. 2 v. 8°. 183, (1) p.; 228 p. Portraits and plates. [1]
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- Traill, Henry Duff, and Mann, James Saumarez.** Social England, a record of the progress of the people in religion, laws, learning, arts, industry, *etc.*, from the earliest times to the present day. Vol. 1-2. N. Y., 1901-[02]. 2 v. 1. 8°. xcvi, 702 p.; liii, 800 p. Folded maps, colored plates and illus. [1]
- Treatise, A,** concerning trespasses *vi et armis*. By the author of *Lex Customaria*. [Anon.] London, 1704. 12°. (16), 344, (24) p. [1]
- Trelease, William.** The Yuccæ. From the 13th annual report of the Missouri Botanical Garden. Issued July 30, 1902. *h.t.p.* [1902.] 8°. (109) p. Plates. [3]
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- Trickett, William.** The law of witnesses in Pennsylvania. Phila., 1902. 8°. xxix, 717 p. [1]
- Trowbridge, John.** Samuel Finley Breese Morse. Boston, 1901. 24°. xiv, (1), 134 p. Portrait. (Beacon Biographies of Eminent Americans.) [1]
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Tuyn, W. J. Old Dutch towns and villages of the Zuiderzee. Illus. London, 1901. 4°. xvi, 160 p. [1]

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Underwood, Mrs. Marie Annette (Spurr). The Spoor family in America. A record of the known descendants of Jan Wybesse Spoor, who migrated from Holland and settled in the Hudson River Valley in the middle of the 17th century. N. Y., 1901. 8°. viii, 165 p. Folded sheet. [1]

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United States. Adjutant-General's Office. Annual report of the Adjutant-General of the Army, 1901. Wash., 1901. 8°. [3]

— Enlistments for the line of the army during the month, Aug. 1901—July 1902. *n.t.p.* [Wash., 1901-02.] 12°. [3]

— General orders and circulars, 1901. Wash., 1902. 12°. [3]

— Legislative history of the general staff of the army of the United States, its organization, duties, pay, and allowances, 1775-1901. Compiled and annotated by R. P. Thian. Wash., 1901. 8°. 800 p. [3]

— List of military posts, etc., established in the United States from its earliest settlement to the present time. Subject to corrections and additions. Wash., 1902. 8°. 109 p. [3]

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- Civil orders and circulars of the Department of Cuba, 1901. No 1-31, 33-82, 84-109, 111-261. [*In Spanish and English*, with index.] *h.t.p.* [1901.] 12°. [3]
- Civil orders and proclamations for the Department of Cuba, 1902. No. 1-172, 174-180. [*In Spanish and English*, with index.] *h.t.p.* [1902.] 12°. [3]
- " No. 173 not published."
- Index of civil orders and circulars of the Division and Department of Cuba for the period ending June 30, 1901. [Jan.-June.] *h.t.p.* [1901.] 12°. [3]
- Index of civil orders and circulars of the Department of Cuba, 1901. *h.t.p.* [1901.] 12°. 46 p. [3]

Assay Office, Helena, Mont.

- Mineral productions of Montana Report by E. B. Braden, assayer in charge. *n.t.p.* [Wash., 1900.] 8°. 20 p. (56th Cong. 1st sess. Sen. doc., no. 418.) [3]

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- Annual report, 1899-1900. Wash., 1899-1900. 2 v. 8°. [3]
- Instructions to United States judges, marshals, attorneys, clerks, and commissioners for the district of Alaska. Effective from and after Aug. 1, 1902. Wash., 1902. 8°. 164 p. [3]
- Official opinions, advising the President and heads of departments in relation to their official duties. Ed. by J. L. Lott and J. A. Finch. Vol. 23. Wash., 1902. 8°. [3]
- Opinion of the Attorney-General to the Secretary of War as to the sale of beer in the canteen sections of the post exchanges. *n.t.p.* [Wash., 1899.] 8°. 5 p. [3]

Board of Indian Commissioners.

- 33d annual report, 1901. Wash., 1902. 8°. Folded map. [3]

Board of Management of the United States Government Exhibit at the Tennessee Centennial Exposition, Nashville, 1897.

- Report. Wash., 1901. 8°. xi, 172 p. Portraits and plates. [3]

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- 10th-11th report, Oct. 31, 1900—June 30, 1901. Wash., 1900-01. 8°. [3]

Bureau of the American Republics.

- Annual report of the director, 1900. Wash., 1900. 8°. [3]
- Bulletin no. 86, revised [July 1, 1901]. *n.t.p.* [Wash., 1901.] 8°. (3) p. [3]

Contents.**No. 86. Price list of publications.**

- A list of books, magazine articles and maps relating to Central America, including the republics of Costa Rica, Guatemala, Honduras, Nicaragua, and Salvador, 1800-1900. By P. L. Phillips. Wash., 1902. 8°. 109 p. [3]
- Mexico: a geographical sketch with special reference to economic conditions and prospects of future development. Wash., 1900. 8°. 385 p. [3]

United States. Bureau of the American Republics, continued.

- Monthly bulletin. Vol. 11-12. July 1901—June 1902. [*In Spanish, Portuguese, French and English.*] Wash., 1901-02. 2 v. 8°. [3]
- United States of Brazil: a geographical sketch with special reference to economic conditions and prospects of future development. Wash., 1901. 8°. 233 p. [3]

Bureau of Animal Industry.

- Administrative work of the Federal government in relation to the animal industry. By G. F. Thompson. *h.t.p.* [Wash., 1900.] 8°. 27 p. [3]
- 17th annual report, 1900. Wash., 1901. 8°. Plates, illus., and folded map. [3]
- Bulletin. No. 30-37, 39-42. Wash., 1901-02. 8°. Folded map. [3]

Contents.

- No. 30. Trichinosis in Germany. Part 1. General remarks, by C. W. Stiles. 2. A statistical review, 1881-98. 3. European cases of trichinosis of alleged American origin, by C. W. Stiles. 4. Bibliography, by Albert Hassall.
- 31. McGrew, T. F. American breeds of fowls. 2. The Wyandotte.
- 32. Salmon, D. E. The tuberculin test of imported cattle.
- 33. — Relation of bovine tuberculosis to the public health.
- 34. Hommel, G. M. American breeds of beef cattle, with remarks on pedigrees.
- 35. Stiles, C. W., and others. Eleven miscellaneous papers on animal parasites.
- 36. Norgaard, V. A., and Mohler, J. R. Apoplectic form septicemia in chickens.
- 37. Hommel, G. M. Market classes of horses.
- 39. Stiles, C. W., and Hassall, A. Index catalogue of medical and veterinary zoölogy. Part 1. Authors: A—Azevedo.
- 40. Hickman, R. W. Description and treatment of scabies in cattle.
- 41. Salmon, D. E. Mexico as a market for purebred beef cattle from the United States.
- 42. Salmon, D. E., and Stiles, C. W. Emergency report on surra; with a bibliography of surra and allied trypanosomatic diseases, by Albert Hassall.
- Circular. No. 25, [revised]. *n.t.p.* [Wash., 1902.] 8°. 3 p. [3]

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- No. 35. Pearson, R. A. State standards for dairy products, 1901.
- Same. No. 36-37. *n.t.p.* [Wash., 1902.] 8°. [3]

Contents.

- No. 36. Officials, associations, and educational institutions connected with the dairy interests of the United States for the year 1902.
- 37. Preliminary report on Argentina as a market for purebred cattle from the United States.
- Dairy products at the Paris Exposition of 1900. By H. E. Alvord. *h.t.p.* [Wash., 1900.] 8°. (32) p. Plates and folded map. [3]
- Market milk: a plan for its improvement. By R. A. Pearson. *h.t.p.* [Wash., 1900.] 8°. (39) p. Plates. [3]
- Operations of the Bureau of Animal Industry. Message from the President transmitting a report by the Secretary of Agriculture of the operations of the Bureau for the fiscal year ended June 30, 1900. *n.t.p.* [Wash., 1901.] 8°. 84 p. (56th Cong. 2d sess. Sen. doc., no. 96.) [3]
- Order. No. 33, amendment no. 2; no. 56, amendment no. '9-11; no. 91; no. 93, [with] amendment no. 1-12, 14-16; no. 94-96. *n.t.p.* [Wash., 1901-02.] 8°. [3]
- Some examples of the development of knowledge concerning animal diseases. By D. E. Salmon. *h.t.p.* [Wash., 1900.] 8°. (45) p. [3]

(Dairy Division.)

- Publications. Vol. 3. 1899-1900. [Wash., 1900.] 8°. Plates. [3]

Bureau of Chemistry.

- Bulletin. No. 13, part 10; no. 64-65, 67. Wash., 1901-02. 8°. Portrait and illus. [3]

Contents.

- No. 13. Foods and food adulterants. Part 10. Bigelow, W. D., and others. Preserved meats.
- 64. Wiley, H. W. The influence of environment upon the composition of the sugar beet.
- 65. Association of Official Agricultural Chemists. Provisional methods for the analysis of foods adopted by the Association. Ed. by H. W. Wiley [and] W. D. Bigelow.
- 67. — Proceedings, 18th annual convention, Washington, Nov. 14-16, 1901.

United States. Bureau of Chemistry, continued.

- Circular no. 3. 2d revised ed. *n.t.p.* [Wash., 1902.] 8°. 4 p. [3]

Contents.

No. 2. Proposed reforms in fertilizer inspection law.

- *Same.* No. 8-10. *n.t.p.* [Wash., 1901-02.] 8°. Illus. [3]

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No. 8. Official method for analysis of tanning materials, adopted at the 18th convention of the Association of Official Agricultural Chemists.

9. A plan for co-operating in the study of available plant food.

10. Methods for the analysis of insecticides and fungicides.

Bureau of Construction and Repair.

- Annual report of the Chief of the Bureau, June 30, 1901. Wash., 1901. 8°. [3]
- Franklin life buoy. General arrangement and detail, [with description]. Designed by Naval Constructor Philip Hichborn, April 1888. [Blue print.] Scale, 3 in. and full size. Size, 33.1×86.5 in. [3]
- Information as to its construction and operation. [Wash., 1900.] 12°. (1) p. [3]

Bureau of Education.

- Annual statement of the Commissioner to the Secretary of the Interior, June 30, 1901. Wash., 1901. 8°. [3]
- Circular of information. No. 1-4. 1902. Wash., 1902. 4 v. 8°. Plates. [3]

Contents.

No. 1. Adams, H. B., ed. Contributions to American educational history, no. 30. Whitehill, A. R. History of education in West Virginia.

2. — *Same.* No. 31. Greer, J. N. The history of education in Minnesota.

3. — *Same.* No. 32. Caldwell, H. W. Education in Nebraska.

4. — *Same.* No. 33. Haskins, O. H., and Hull, W. I. A history of higher education in Pennsylvania.

- Education in southwestern Virginia, 1890-91, by A. D. Mayo. Wash., 1894. 8°. (1), 881-921 p. [4]
- Report of the Commissioner of Education, 1898-99—1899-1900. Wash., 1900-01. 1 v. in 4. 8°. [3]

Bureau of Engraving and Printing.

- Annual report of the director, June 30, 1900-01. Wash., 1900-01. 8°. [3]

Bureau of Equipment.

- Chart catalogue for torpedo boats south of New York. *n.t.p.* [Wash., 1900.] 8°. 7 p. [3]
- Surveys of islands recently acquired. Letter from the Secretary of the Navy transmitting a report by the Bureau, stating what surveys of the islands recently acquired by the United States have been made by the Navy Department. *n.t.p.* [Wash., 1900.] 8°. 5 p. (56th Cong. 2d sess. Sen. doc., no. 339.) [3]

Bureau of Forestry.

- Bulletin. No. 32-33. Wash., 1902. 1. 8°. Plates. [3]

Contents.

No. 32. Olmsted, F. E. A working plan for forest lands near Pine Bluff, Ark.

33. Allen, E. T. The western hemlock.

- Circular. No. 23. *n.t.p.* [Wash., 1902.] 8°. [3]

Contents.

No. 23. Pinchot, G. Suggestions to prospective forest students.

- Press bulletin. No. 8-12, 14-15. July 7, 1900—Oct. 30, 1901. [Wash., 1900-01.] 8°, f° sheets. [3]
- Report of the forester, 1901. By Gifford Pinchot. Wash., 1901. 8°. [3]
- *See also, forward, Department of Agriculture. (Division of Forestry.)*

Bureau of Immigration.

- Annual report of the Commissioner-General of Immigration, June 30, 1901. Wash., 1901. 8°. [3]

United States. Bureau of Immigration, continued.

- Immigration of Japanese. Letter from the Secretary of the Treasury transmitting a statement of the Commissioner-General of Immigration. *n.t.p.* [Wash., 1900.] 8°. 21 p. (56th Cong. 1st sess. House doc., no. 686.) [3]
- Importation of Japanese laborers. Letter from the Secretary of the Treasury transmitting a report from the Commissioner-General of Immigration relative to the importation of Japanese laborers under contract in violation of the contract-labor laws. *n.t.p.* [Wash., 1900.] 8°. 3 p. (56th Cong. 1st sess. Sen. doc., no. 380.) [3]
- Laws, treaty and regulations relating to the exclusion of Chinese. Wash., 1900. 8°. 54 p. [3]

Bureau of Medicine and Surgery.

- Report of the Surgeon-General, U. S. navy, Chief of the Bureau, 1901. Wash., 1901. 8°. [3]

Bureau of the Mint.

- Annual report of the Director, June 30, 1901. Wash., 1901. 8°. [3]
- Report of the Director upon the production of the precious metals in the United States during the calendar year 1900. Wash., 1901. 8°. [3]

Bureau of Navigation (Department of the Navy).

- Circular relating to the enlistment of men for the U. S. naval service, [March 25, 1901.] *n.t.p.* [Wash., 1901.] 12°. 8 p. [3]
- Regulations governing the admission of candidates into the U. S. Naval Academy as naval cadets. May 1901. *n.t.p.* [Wash., 1901.] 8°. 15 p. [3]

Bureau of Navigation (Department of the Treasury).

- Amendment to navigation laws [of 1899]. *n.t.p.* [Wash., 1900.] 8°. (41) p. [3]
- 31st annual list of merchant vessels of the United States, June 30, 1899. Wash., 1899. sm. 4°. [3]
- Annual report of the Commissioner of Navigation, June 30, 1901. Wash., 1901. 8°. [3]

Bureau of Ordnance.

- Detailed requirements of the Bureau for protected cruisers St. Louis, Milwaukee, and Charleston, Nos. 20, 21, and 22, authorized by act of Congress approved June 7, 1900. *n.t.p.* [Wash., 1900.] 12°. 5 p. [3]
- Report of the Chief of the Bureau, 1901. Wash., 1901. 8°. Plates. [3]
- Rules to be observed in the examination of minors under instruction. *n.t.p.* [Wash., 1900.] 12°. 2 p. [3]
- Specifications for material, manufacture, and inspection of small-arm ammunition. *n.t.p.* [Wash., 1900.] 12°. 2 p. [3]

Bureau of Plant Industry.

- Bulletin. No. 1-20, 23, 25 pages 1-4. Wash., 1901-02. l. 8°. Plates and map. [3]

Contents.

- No. 1. Vegetable, pathological and physiological investigations. The relation of lime and magnesia to plant growth. 1. Liming of soils from a physiological standpoint, by Oscar Loew. 2. Experimental study of the relation of lime and magnesia to plant growth, by D. W. May.
2. Webber, H. J. Spermatogenesis and fecundation of zamia.
3. Carleton, M. A. Macaroni wheats.
4. Griffiths, D. Range improvement in Arizona, co-operative experiments with the Arizona Experiment Station.
5. Seeds and plants imported through the Section of Seed and Plant Introduction for distribution in co-operation with the agricultural experiment stations. Inventory no. 9, nos. 4351-5500.
6. Tracy, W. W., Jr. A list of American varieties of peppers.
7. Scofield, C. S. The Algerian durum wheats: a classified list, with descriptions.
8. Patterson, F. W. A collection of economic and other fungi prepared for distribution.
9. Merrill, E. D. The North American species of spartina.
10. Scribner, F. L. Records of seed distribution and co-operative experiments with grasses and forage plants.
11. Ball, C. R. Johnson grass: report of investigations made during the season of 1901.

United States. Bureau of Plant Industry, continued.

- No. 12. **Davy, J. B.** Stock ranges of northwestern California: notes on the grasses and forage plants and range conditions.
13. **Bentley, H. L.** Experiments in range improvement in central Texas.
14. **Schrenk, H. von.** The decay of timber and methods of preventing it.
15. **Griffiths, D.** Forage conditions on the northern border of the Great Basin, being a report upon investigations made during July and August 1901, in the region between Winnemucca, Nev., and Ontario, Ore.
16. **Ferguson, M. C.** A preliminary study of the germination of the spores of *Agaricus campestris* and other basidiomycetous fungi.
17. The diseases of the cowpea. 1. The wilt disease of the cowpea and its control, by W. A. Orton. 2. A cowpea resistant to root knot, *heterodera radicleola*, by H. J. Webber and W. A. Orton.
18. **Woods, A. F.** Observations on the mosaic disease of tobacco.
19. **Peters, A. J., and Brown, E.** Kentucky bluegrass seed: harvesting, curing and cleaning.
20. **Skinner, R. P.** Manufacture of semolina and macaroni.
22. **Fairchild, D. G.** Berseem: the great forage and soiling crop of the Nile Valley.
- 25, pages 1-4. **Hillman, F. H.** The seeds of rescue grass and chess.
- Plan of distributing tobacco seed, and cultural directions for the different types of tobacco distributed. *n.t.p.* [Wash., 1902?] 16°. 15 p. [3]

Bureau of Soils.

- Bulletin. No. 19-20. Wash., 1902. 8°. Plates. [3]

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- No. 19. **Briggs, L. J., and Lapham, M. H.** Capillary studies and filtration of clay from soil solutions.
20. **Whitney, M.** Growing Sumatra tobacco under shade in the Connecticut Valley.
- Catalogue of Connecticut shade-grown tobacco: Sumatra and Havana seed wrappers, grown under the direction of the U. S. Department of Agriculture during the season of 1901, and packed in Sumatra and Cuban packages, to be sold at public auction, without reserve, on May 1, 1902, at Hartford, Conn. Wash., 1902. 4°. 26 p. [3]
- Circular. No. 8-9. *n.t.p.* [Wash., 1901-02.] 8°. [3]

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- No. 8. **Means, T. H.** Reclamation of salt marsh lands.
9. **Means, T. H., and Holmes, J. G.** Soil survey around Imperial, Cal.

Bureau of Statistics.

- Adoption of the gold standard in Japan from an official report of the Japanese government. *h.t.p.* [Wash., 1900.] 4°. (21) p. [3]
- Commercial China in 1900. Area, population, production, *etc.*, and commerce of the United States with China. *h.t.p.* [Wash., 1901.] 4°. (182) p. Folded map. [3]
- Exports of domestic breadstuffs, provisions, cotton and mineral oils from principal customs districts of the United States, July 1901—June 1902. [Bulletin. No. 1-12. Series 1901-02.] Wash., 1901-02. 4°. [3]
- Exports of domestic merchandise from the United States, by articles, customs districts, and countries, during the year ended June 30, 1899. [No. 4.] *h.t.p.* [Wash., 1899.] 4°. (239) p. [3]
- *Same.* [June 30, 1900. No. 6-8.] *h.t.p.* [Wash., 1900.] 4°. (201) p. [3]
- The foreign commerce and navigation of the United States for the year ending June 30, 1900. Vol. 2. Wash., 1901. 4°. [3]
- *Same.* For the year ending June 30, 1901. Wash., 1902. 2 v. 4°. [3]
- Foreign commerce of Cuba, Puerto Rico, the Hawaiian, Philippine and Samoan Islands. Their imports and exports by countries, also the commerce of the United States therewith. *h.t.p.* [Wash., 1899.] 4°. (147) p. [3]
- Imports and exports of gold and silver, and imports and exports of merchandise, into and from the United States, by customs districts and countries, during the year ending June 30, 1899. [No. 1-2.] *h.t.p.* [Wash., 1899.] 4°. (80) p. [3]
- Imports and exports of the United States, Sept. 1901—Aug. 1902. [Wash., 1901-02.] 1. 8° sheets. [3]
- Imports of merchandise into the United States, by articles, customs districts, and countries, 1899. *h.t.p.* [Wash., 1899.] 4°. (197) p. [3]

United States. Bureau of Statistics, continued.

- Imports of merchandise into the United States, 1900. [No. 3-5.] *h.t.p.* [Wash., 1900.] 4°. (296) p. [3]

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- No. 1. No. 2. By articles and countries.
- 4. By articles and customs districts.
- 5. Summary by articles.

- Internal commerce. Coal trade of the United States and the world's coal supply and trade. *h.t.p.* [Wash., 1900.] 4°. (115) p. Diagram. [3]
- - Cotton trade of the United States and the world's cotton supply and trade. *h.t.p.* [Wash., 1900.] 4°. (96) p. Diagram. [3]
- - The lumber trade of the United States. *h.t.p.* [Wash., 1900.] 4°. (95) p. [3]
- - Production and transportation of the principal articles of the internal and foreign commerce, and commerce of the Great Lakes during calendar year 1900. *h.t.p.* [Wash., 1900.] 4°. (135) p. Folded map. [3]
- - Provision trade of the United States and the world's provision supply and trade. *h.t.p.* [Wash., 1900.] 4°. (75) p. Diagram. [3]
- - Summary of internal commerce for the month of May-June 1901. *h.t.p.* [Wash., 1901.] 4°. (79) p.; (80) p. [3]
- Letter from the Secretary of the Treasury transmitting statements showing the commercial relations between the United States and Canada since 1821. Wash., 1894. 8°. 97 p. Folded diagrams. (53d Cong. 2d sess. Sen. doc., no. 106.) [3]
- Monthly summary of commerce and finance of the United States for the fiscal year 1902. New series, v. 9. [Series 1901-02.] Wash., 1902. 4°. [3]
- Movement of prices, 1840-99. From Sauerbeck's tables, London Economist, reports of the U. S. Senate, and of the Department of Labor on prices. *h.t.p.* [Wash., 1900.] 4°. (93) p. Diagram. [3]
- National debts of the world. *h.t.p.* [Wash., 1901.] 4°. (81) p. [3]
- Review of the foreign commerce of the United States, and summary tables, year ending June 30, 1899. *h.t.p.* [Wash., 1899.] 4°. 155 p. [3]
- *Same.* Annual review of the foreign commerce of the United States, and summary tables of commerce and prices, year ending June 30, 1900. *h.t.p.* [Wash., 1900.] 4°. 178 p. [3]
- Schedule B. Classification of commodities, and laws and regulations governing the preparation of monthly statements of domestic exports. Approved June 15, 1900. Wash., 1900. 8°. 20 p. [3]
- The shipping industry of the United States and its relation to the foreign trade. *h.t.p.* [Wash., 1900.] 4°. (63) p. Diagrams. [3]
- Statistical abstract of the United States, 1901. 24th number. Wash., 1902. 8°. [3]
- Tonnage movement of vessels in the foreign trade of the United States during the year ending June 30, 1899. *h.t.p.* [Wash., 1899.] 4°. (113) p. [3]

Bureau of Supplies and Accounts.

- Specifications for file cleaners. [Wash., 1896.] 12°. (1) p. [3]

Bureau of Yards and Docks.

- Annual report of the Chief, 1899-1900. Wash., 1899-1900. 2 v. 8°. Plates and folded maps. [3]

Census Office.

(12th Census, 1900.)

- Apportionment tables, [June 1, 1900]. *h.t.p.* [Wash., 1900.] 1. 8°. 60 p. [3]
- Census bulletin. No. 62-213, 218-246. April 30, 1901—Aug. 30, 1902. *n.t.p.* [Wash., 1901-02.] 4°. [3]

There are general title-pages and lists of contents to nos. 61-106 and 107-163.

- *Same.* No. 1-2, special. March 19-30, 1901. *n.t.p.* [Wash., 1901.] 4°. [3]

United States. Census Office. (12th Census, 1900), continued.

- *Same.* No. 210a. Sept. 1, 1902. *n.t.p.* [Wash., 1902.] 4°. [3]
- Census reports. Vol. 1-9. Wash., 1901-02. 9 v. 4°. Plates and maps. [3]

Contents.

- Vol. 1-2. Population, part 1-2. Prepared under the supervision of W. C. Hunt, chief statistician for population.
 - 3. Vital statistics, part 1. Analysis and ratio tables. Prepared under the supervision of W. A. King, chief statistician for vital statistics.
 - 4. *Same.* Part 2. Statistics of deaths.
 - 5. Agriculture, part 1. Farms, live stock, and animal products. Prepared under the direction of Le Grand Powers, chief statistician for agriculture.
 - 6. *Same.* Part 2. Crops and irrigation.
 - 7. Manufactures, part 1. United States by industries. Prepared under the supervision of S. N. D. North, chief statistician for manufactures.
 - 8. *Same.* Part 2. States and territories.
 - 9. *Same.* Part 3. Special reports on selected industries.
- Population of the United States, by states and territories, counties, and minor civil divisions, as returned at the 12th census. Tables 1-8 of the report on population, part 1. Prepared under the direction of W. C. Hunt, chief statistician for population. Wash., 1901. 4°. xv, 1-480 p. Map. [3]

Advance ed.

- Report of the Director to the Secretary of the Interior for the fiscal year ended June 30, 1901. Wash., 1901. 8°. [3]
- *See Newcomb, H. T.*

Chickamauga and Chattanooga National Military Park Commission.

- Annual report to the Secretary of War, 1900. Wash., 1900. 8°. [3]
- Atlas of the battlefields of Chickamauga, Chattanooga, and vicinity. Published under the direction of D. S. Lamont, R. A. Alger, Secretaries of War. Republished by order of Congress, with additional position maps, under the direction of Elihu Root, Secretary of War. Wash., 1901. f°. [3]

Circuit Courts of Appeals.

- United States Circuit Courts of Appeals Reports. With annotations. [1900-02.] Vol. 45-50. St. Paul, 1901-02. 6 v. 8°. [1]

Civil Service Commission.

- Alleged violations of section 11, civil service act. Letter from the President transmitting the papers in connection with alleged violations occurring during the year 1899 in Ohio and in Kentucky. *n.t.p.* [Wash., 1900.] 8°. 109 p. (56th Cong. 1st sess. Sen. doc., no. 351.) [3]
- Manual of examinations for the classified civil service of the United States. Revised to Jan. 1, 1901. Wash., 1901. 8°. 118 p. [3]
- Promotions and transfers in the Custom-House service at the port of New York. Regulations in effect June 28, 1901. *n.t.p.* [Wash., 1901.] 8°. 4 p. [3]
- Regulations governing admission to the grade of surfmen in the Life-Saving Service. [Revised to Dec. 1, 1900.] *n.t.p.* [Wash., 1900.] 1. 8°. 4 p. [3]
- 17th report, June 30, 1900. Wash., 1901. 8°. [3]

Coast and Geodetic Survey.

- Bulletin. No. 40. 4th ed., with additions and changes. Wash., 1902. 1. 8°. 73 p. Plates. [3]

Contents.

- No. 40. Alaska. Coast pilot notes on the Fox Islands Passes, Unalaska Bay, Bering Sea, and Arctic Ocean as far as Point Barrow.
- [A collection of reports of surveys relating chiefly to Massachusetts harbors, rivers, etc.] Wash., 1867-96. 4°, 8°. Folded maps. [3]
- Notice to mariners. No. 267-280. Jan.-Dec. 1901. [Including index.] *n.t.p.* [Wash., 1901.] 4°. [3]
- Report of the Superintendent showing the progress of the work, July 1, 1899—June 30, 1900. Wash., 1901. 4°. Plates and folded maps. [3]

United States. Coast and Geodetic Survey, continued.

- *Same.* July 1, 1900—June 30, 1901. Wash., 1902. 4°. Plates and folded maps. [3]
- Special publication. No. 7. Wash., 1902. 4°. Portraits, plates and folded map. [3]

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No. 7. Geodesy. The eastern oblique arc of the United States and osculating spheroid.
By C. A. Schott.

- Tide tables for the Atlantic Coast of the United States, including Canada and the West Indies, 1901. Wash., 1900. 1. 8°. (148) p. [3]
- Tide tables for the Pacific coast of the United States, including British Columbia and Alaska, 1901. Wash., 1900. 1. 8°. (73) p. [3]
- United States coast pilot, Atlantic coast. Part 6. Chesapeake Bay and tributaries. 2d ed. Wash., 1902. 1. 8°. 160, VIII p. Folded chart. [3]
- — Pacific coast. Alaska. Part 1. Dixon entrance to Yakutat Bay, with inland passage from Juan de Fuca Strait to Dixon entrance. 4th ed. Wash., 1901. 1. 8°. 246, XIV p. Plates and folded maps. [3]

Commissary-General of Subsistence.

- Annual report of the Commissary-General to the Secretary of War, June 30, 1901. Wash., 1901. 8°. [3]
- Circular. No. 5-11. Nov. 6—Dec. 21, 1901. *n.t.p.* [Wash., 1901.] 12°. [3]
- How to feed an army. Published for use in the army. Wash., 1901. narrow 12°. 171 p. Folded sheet. [3]
- Manual for the Subsistence Department. Published for use in the army. Revised to include April 7, 1902. Wash., 1902. 8°. 220 p. Folded diagrams. [3]

Commission of Fish and Fisheries.

- The alcyonaria of Porto Rico. By C. W. Hargitt and C. G. Rogers. Wash., 1901. 1. 8°. (25) p. Plates and illus. [3]
- The anomuran collections made by the Fish Hawk expedition to Porto Rico. By J. E. Benedict. Wash., 1901. 1. 8°. (22) p. Plates. [3]
- The brachyura and macrura of Porto Rico. By M. J. Rathbun. Wash., 1901. 1. 8°. (2), 137 p. Plates and illus. [3]
- Bulletin. Vol. 18-19. 1898-99. Wash., 1899-1901. 2 v. 1. 8°. Folded maps, plates and illus. [3]
- The cirripedia collected near Porto Rico by the Fish Hawk expedition, 1898-99. By M. A. Bigelow. Wash., 1901. 1. 8°. (6) p. [3]
- Contributions from the Biological Laboratory, Woods Hole, Mass. Biological notes, no. 2. Wash., 1901. 1. 8°. (9) p. Illus. [3]
- — Description of a new oceanic fish found off southern New England. By C. H. Eigenmann. *n.t.p.* [Wash., 1901?] 1. 8°. (2) p. [3]
- — The egg and development of the conger eel. By C. H. Eigenmann. Wash., 1901. 1. 8°. (10) p. [3]
- — The gas in the swim-bladder of fishes. Biliary calculi in the squeteague. By R. W. Tower. Wash., 1902. 1. 8°. (13) p. Plate. [3]
- — Investigations into the history of the young squeteague. By C. H. Eigenmann. Wash., 1901. 1. 8°. (9) p. Illus. [3]
- — A new isopod parasitic on the hermit crab. By M. T. Thompson. Wash., 1901. 1. 8°. (6) p. Plates. [3]
- — The organic constituents of the scales of fish. By E. H. Green and R. W. Tower. Wash., 1902. 1. 8°. (8) p. [3]
- — Parasites of fishes of the Woods Hole region. By Edwin Linton. Wash., 1901. 1. 8°. (90) p. Plates. [3]
- — The reactions of copepods to various stimuli and the bearing of this on daily depth migrations. By G. H. Parker. Wash., 1902. 1. 8°. (23) p. [3]

United States. Commission of Fish and Fisheries, continued.

- Contributions to the biology of the Great Lakes. The plants of western Lake Erie, with observations on their distribution. By A. J. Pieters. Wash., 1901. 1. 8°. (25) p. Plates. [3]
- Description of a new species of blenny from Japan. By H. M. Smith. *n.t.p.* [Wash., 1901.] 1. 8°. (2) p. Illus. [3]
- Description of a new species of shad, *alosa ohioensis*, with notes on other food-fishes of the Ohio River. By B. W. Evermann. Wash., 1902. 8°. (18) p. [3]
- Descriptions of fifteen new species of fishes from the Hawaiian Islands. By O. P. Jenkins. Wash., 1901. 1. 8°. (20) p. Illus. [3]
- Descriptions of two new leeches from Porto Rico. By J. P. Moore. Wash., 1901. 1. 8°. (14) p. Plates. [3]
- Dredging and other records of the Fish Commission steamer Albatross, with bibliography relative to the work of the vessel. Compiled by C. H. Townsend. Wash., 1901. 8°. (178) p. Plates and folded maps. [3]
- The echinoderms of Porto Rico. By H. L. Clark. Wash., 1901. 1. 8°. (35) p. [3]
- The foraminifera of Porto Rico. By J. M. Flint. *n.t.p.* [Wash., 1900.] 1. 8°. (4) p. [3]
- The French sardine industry. By H. M. Smith. Wash., 1901. 1. 8°. (3), 26 p. Plates. [3]
- The leptocephalus of the American eel and other American leptocephali. By C. H. Eigenmann and C. H. Kennedy. Wash., 1901. 1. 8°. (12) p. Illus. [3]
- List of species of fishes known to occur in the Great Lakes or their connecting waters. By B. W. Evermann. *n.t.p.* [Wash., 1901.] 1. 8°. (2) p. [3]
- A method of recording egg development for use of fish-culturists. By Claudius Wallich. Wash., 1900. 8°. (12) p. Plate. [3]
- The mollusca of Porto Rico. By W. H. Dall and C. T. Simpson. Wash., 1901. 1. 8°. (76) p. Plates. [3]
- Nemerteans of Porto Rico. By W. R. Coe. Wash., 1901. 1. 8°. (9) p. [3]
- Note on the Scotch methods of smoking haddocks. By H. M. Smith. *n.t.p.* [Wash., 1902.] 8°. (3) p. [3]
- Notes on the fishes and mollusks of Lake Chautauqua, New York. By B. W. Evermann and E. L. Goldsborough. Wash., 1902. 8°. (9) p. [3]
- Notes on the fishes of Lake Ontario. An annotated list of the fishes known to occur in Lake Champlain and its tributary waters. An annotated list of the fishes known to occur in the St. Lawrence River. By B. W. Evermann and W. C. Kendall. Wash., 1902. 8°. (34) p. [3]
- Notes on the silversides of the genus *menidia* of the east coast of the United States, with descriptions of two new subspecies. By W. C. Kendall. Wash., 1902. 8°. (29) p. Illus. [3]
- Notes on the tagging of four thousand adult cod at Woods Hole, Mass. By H. M. Smith. Wash., 1902. 8°. (18) p. [3]
- The polychæteous annelids of Porto Rico. By A. L. Treadwell. Wash., 1901. 1. 8°. (32) p. Illus. [3]
- Report of the Commissioner for the year ending June 30, 1901. [Part 27.] Wash., 1902. 8°. [3]
- A report on fishes collected in Mexico and Central America, with notes and descriptions of five new species. By B. W. Evermann and E. L. Goldsborough. Wash., 1902. 1. 8°. (25) p. Illus. [3]
- Report on Porto Rican isopoda. By H. F. Moore. Wash., 1901. 1. 8°. (18) p. Plates. [3]
- Report on the actinians of Porto Rico. By J. E. Duerden. Wash., 1902. 1. 8°. (56) p. Plates. [3]
- The sponges collected in Porto Rico in 1899 by the U. S. Fish Commission steamer Fish Hawk. By H. V. Wilson. Wash., 1902. 1. 8°. (39) p. [3]

United States. Commission of Fish and Fisheries, continued.

- Statistical bulletin. No. 14-20, 106-114. [Wash., 1898-1901.] Broad-sides, f° 4°. [3]

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- No. 14. Statement of quantities and values of certain fishery products landed at Boston and Gloucester by American fishing vessels during the year 1899.
 15. Fisheries of the New England states, 1898.
 16. Fisheries of Lake Erie, 1899.
 17. Fisheries of the Great Lakes, 1899.
 18. Statement of quantities and values of certain fishery products landed at Boston and Gloucester by American shipping vessels during the year 1900.
 19. Sponge fishery of Florida, 1900.
 20. Fisheries of the Pacific coast states, 1899.
 106. Statement of quantities and values of certain fishery products landed at Boston and Gloucester by American fishing vessels during the month of April 1901.
 107. Fisheries of the Mississippi River and tributaries, 1899.
 108-113. Statement of quantities and values of certain fishery products landed at Boston and Gloucester by American fishing vessels during the month of May-Oct. 1901.
 114. Lobster fishery of the United States, 1900.
- The stomatopoda of Porto Rico. By R. P. Bigelow. Wash., 1901. 1. 8°. (14) p. Illus. [3]
- The stony corals of the Porto Rican waters. By T. W. Vaughan. Wash., 1901. 1. 8°. (34) p. Plates. [3]

Commission to the Five Civilized Tribes.

- Agreement between the Commission and the Cherokees, etc. Letter from the Secretary of the Interior transmitting an agreement and accompanying papers. *n.t.p.* [Wash., 1900.] 8°. 13 p. (56th Cong. 1st sess. Sen. doc., no. 296.) [3]
- 8th annual report to the Secretary of the Interior, June 30, 1901. Wash., 1901. 8°. Plates and folded maps. [3]

Commission to the Paris Exposition, 1900.

- Expenditures of Commission to International Exposition at Paris. Message from the President transmitting a report from the Secretary of State, accompanied by a detailed statement of the expenditures of the Commission. *n.t.p.* [Wash., 1900.] 8°. 9 p. (56th Cong. 1st sess. Sen. doc., no. 336.) [3]
- Places of residence of experts, etc., of Commission. Message from the President transmitting a report from the Secretary of State, etc. *n.t.p.* [Wash., 1900.] 8°. 13 p. (56th Cong. 1st sess. Sen. doc., no. 336, part 2.) [3]

Commissioner of Education for Porto Rico.

- Report to the Secretary of the Interior, 1901. Wash., 1901. 8°. Plates. [3]

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- Annual report to the Secretary of the Interior, June 30, 1901. Wash., 1901. 8°. [3]

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- Report to the Secretary of the Interior, 1901. Wash., 1901. 8°. Plates. [3]

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- Abstract of reports of conditions of national banks in the United States, Sept. 30, Dec. 10, 1901, Feb. 25, April 30, July 16, 1902. [No. 25-29.] *n.t.p.* [Wash., 1901-02.] 4°. [3]
- Annual report, 1901. Wash., 1901. 1 v. in 2. 8°. [3]
- Bulletin. No. 441-492. Changes in the officers and reserve agents of national banks, etc., Sept. 30, 1901—Sept. 22, 1902. *n.t.p.* [Wash., 1901-02.] 4°. [3]
- The national-bank act as amended, with other laws relating to national banks, from the Revised statutes of the United States. Wash., 1901. 8°. (2), 90 p. [1]
- National banks organized, March 14, 1900—Sept. 30, 1901. [Wash., 1901.] 8°. (1) p. [3]

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- Census act of March 3, 1899, providing for the 12th and subsequent censuses, and amendatory act of Feb. 1, 1900. *n.t.p.* [Wash., 1900.] 1. 8°. 22 p. [3]
- Statutes, 1st session, 57th Congress, 1901-02. Wash., 1902. 1. 8°. [3]
- Supplement to the Revised statutes of the United States. Vol. 2, numbers 1-9, 52d-56th Congresses. 1892-1901. Prepared and ed. by G. A. and W. B. King, with the co-operation of E. C. Brandenburg. Wash., 1895-1901. 1 v. in 2. 1. 8°. xlviii, 1298 p.; lxiii, 1111-2037 p. [1]

Nos. 1-5 prepared and ed. by W. A. Richardson.

(Reports of Committees and Senate and House Documents.)

- Acceptance and unveiling of the statue of Daniel Webster, Washington, Jan. 18, 1900. Addresses by Senator Chandler, John D. Long, Senator Lodge. Wash., 1900. 8°. 34 p. (56th Cong. 1st sess. Sen. report, no. 212.) [3]
- Armor-plate situation in Great Britain. Bulletin of the American Iron and Steel Association, Philadelphia, March 20, 1900. *n.t.p.* [Wash., 1900.] 8°. 4 p. (56th Cong. 1st sess. Sen. doc., no. 331.) [3]
- Cape Nome mining region, report. *n.t.p.* [Wash., 1900.] 8°. 12 p. (56th Cong. 1st sess. Sen. doc., no. 357.) [3]
- Celebration of the 100th anniversary of the establishment of the seat of government in the District of Columbia. [1800-1900.] Compiled by W. V. Cox. Wash., 1901. 4°. 343 p. Plates and folded maps. [3]
- Charges of fraud in the pension roll. Report of the committee on political reform of the Union League Club of New York. *n.t.p.* [Wash., 1900.] 8°. 5 p. (56th Cong. 1st sess. Sen. doc., no. 135.) [3]
- Civil government for Alaska. Memorial to Senate in the matter of the civil government bill for Alaska. Brief on behalf of Charles Lane and other American citizens, owners of mining claims in Alaska. *n.t.p.* [Wash., 1900.] 8°. 15 p. (56th Cong. 1st sess. Sen. doc., no. 272.) [3]
- Conditions in the Philippines. Editorial correspondence of the Evening Star, Washington, D. C., by T. W. Noyes. *n.t.p.* [Wash., 1900.] 8°. 91 p. (56th Cong. 1st sess. Sen. doc., no. 432.) [3]
- Cotton trade of the United States and an isthmian canal. *n.t.p.* [Wash., 1900.] 8°. 3 p. (56th Cong. 1st sess. Sen. doc., no. 406.) [3]
- Free navigation of the Suez Maritime Canal. Convention between Great Britain, Germany, Austria-Hungary, Spain, France, Italy, The Netherlands, Russia and Turkey, signed at Constantinople, Oct. 29, 1888. [*In French and English.*] *n.t.p.* [Wash., 1888.] 8°. 9 p. (56th Cong. 1st sess. Sen. doc., no. 151.) [3]
- History of the discovery of gold at Cape Nome. Paper by H. L. Blake. *n.t.p.* [Wash., 1900.] 8°. 12 p. (56th Cong. 1st sess. Sen. doc., no. 441.) [3]
- Investigation relating to messages and papers of the Presidents. Report [from the committee on printing]. *n.t.p.* [Wash., 1900.] 8°. 130 p. (56th Cong. 1st sess. Sen. report, no. 1473.) [3]
- Irrigation on the Gila River, Ariz. Letter from the Secretary of the Interior, transmitting copy of a report as to the general conditions and cost of water storage, [by J. D. Schuyler]. *n.t.p.* [Wash., 1900.] 8°. 19 p. (56th Cong. 1st sess. Sen. doc., no. 152.) [3]
- Louisiana Purchase Exposition. Report [from the special committee on the centennial of the Louisiana Purchase]. *n.t.p.* [Wash., 1900.] 8°. 16 p. (56th Cong. 1st sess. House report, no. 1812.) [3]
- Memorial of eastern or emigrant Cherokees, so called, praying for the payment to them, per capita, of the fund pledged to them by the ninth article of the treaty of 1846, and found due them by the award of the Executive Department of the United States as authorized by act of Congress of March 3, 1893. *n.t.p.* [Wash., 1900.] 8°. 99 p. (56th Cong. 1st sess. Sen. doc., no. 215.) [3]

United States. Congress. (*Reports of Committees and Senate and House Documents*), continued.

- Memorial of the eastern or emigrant Cherokees, so called, praying for the payment to them, per capita, of the trust fund due under the ninth article of the treaty of 1846, and appropriated to them July 2, 1836, and found due by the award of the Executive Department in pursuance of the Cherokee agreement of Dec. 19, 1891, and the act of Congress of March 3, 1893. *n.t.p.* [Wash., 1900.] 8°. 59 p. (56th Cong. 1st sess. Sen. doc., no. 392.) [3]
- Official congressional directory, [57th Congress, 1st session]. Compiled by A. J. Halford. 1st ed. Wash., 1901. 8°. Map and plate. [3]
- *Same*. 3d ed. Wash., 1902. 8°. Map and plate. [3]
- Oleomargarine and other imitation dairy products, etc. Report [from the committee on agriculture and forestry], with the views of the minority. *n.t.p.* [Wash., 1901.] 8°. xxvi, 892 p. (56th Cong. 2d sess. Sen. report, no. 2043.) [3]
- Our country, what it is and what has made it what it is. By W. C. Dodge. Wash., 1900. 8°. iii, 98 p. Folded maps. (56th Cong. 1st sess. Sen. doc., no. 438.) [3]
- Pacific cable. Communications from representatives of certain cable companies in the United States regarding the cost of laying a Pacific cable. *n.t.p.* [Wash., 1900.] 8°. 30 p. (57th Cong. 1st sess. Sen. doc., no. 174.) [3]
- Letters from E. L. Baylies and J. A. Scrymser relative to the proposed Pacific cable. *n.t.p.* [Wash., 1900.] 8°. 10 p. (56th Cong. 1st sess. Sen. doc., no. 193.) [3]
- Report of hearing before the committee on naval affairs, United States Senate, on the bill to provide for the construction, maintenance, and operation, under the management of the Navy Department, of a Pacific cable. *n.t.p.* [Wash., 1900.] 8°. 22 p. (56th Cong. 1st sess. Sen. doc., no. 192.) [3]
- Report of hearing in regard to a Pacific cable before the committee on naval affairs, Jan. 30, 1900. *n.t.p.* [Wash., 1900.] 8°. 13 p. (56th Cong. 1st sess. Sen. doc., no. 137.) [3]
- Papers relating to the war in South Africa. *n.t.p.* [Wash., 1900.] 8°. 36 p. (56th Cong. 1st sess. Sen. doc., no. 386.) [3]
- The Philadelphia museums. Report [from the committee on commerce]. *n.t.p.* [Wash., 1900.] 8°. 50 p. (56th Cong. 1st sess. Sen. report, no. 1374. Calendar no. 1256.) [3]
- Pollution of water supplies. Report [from the committee on public health and national quarantine]. *n.t.p.* [Wash., 1900.] 8°. 14 p. (56th Cong. 1st sess. Sen. report, no. 411. Calendar no. 427.) [3]
- Promoting the commerce, etc., of the United States. Report [from the committee on the merchant marine and fisheries]. *n.t.p.* [Wash., 1900.] 8°. 22 p. (56th Cong. 1st sess. House report, no. 890.) [3]
- The proposed interoceanic canal. Report [from the committee on foreign relations]. *n.t.p.* [Wash., 1900.] 8°. 35 p. (56th Cong. 1st sess. Sen. doc., no. 268.) [3]
- Protest of Creek nation against amendments to pending agreement with Muscogee or Creek tribe of Indians. Memorial of the Creek nation. *n.t.p.* [Wash., 1900.] 8°. 15 p. (56th Cong. 1st sess. Sen. doc., no. 324.) [3]
- Protest of Keetoowah Cherokees. Memorial of the Keetoowah Cherokees of the Cherokee Nation protesting against the passage of the proposed bill "to ratify and confirm an agreement with the Cherokee tribe of Indians" and asking protection for the full-blood Cherokees. *n.t.p.* [Wash., 1900.] 8°. 9 p. (56th Cong. 1st sess. Sen. doc., no. 333.) [3]
- Protests against American civil government in the island of Cebu, Philippine Islands. Translation of the proceedings of the municipal governments of the island. *n.t.p.* [Wash., 1901.] 8°. 50 p. (56th Cong. 2d sess. Sen. doc., no. 234.) [3]

United States. Congress. (*Reports of Committees and Senate and House Documents*), continued.

- Questions of privilege. Memorandum. What is the privilege of an election case? *n.t.p.* [Wash., 1900.] 8°. 10 p. (56th Cong. 1st sess. Sen. doc., no. 437.) [3]
- Report of the Copyright Congress, Paris, July 16-21, 1900. [By Thorvald Solberg.] Wash., 1901. 8°. (15) p. [3]
- Report on forestry in Sweden. By C. C. Andrews. New and revised ed. Wash., 1900. 8°. 35 p. (56th Cong. 1st sess. Sen. doc., no. 452.) [3]
- Ship canals in the Isthmus of Darien. Supplementary report from the committee on interoceanic canals, to accompany the bill H. R. 2538, "to provide for the construction of a canal connecting the waters of the Atlantic and Pacific Oceans," and also certified copies of three acts of the Legislature of New Jersey. *n.t.p.* [Wash., 1900.] 8°. 17 p. (56th Cong. 1st sess. Sen. doc., no. 389.) [3]
- The Spanish Bank of Puerto Rico. By-laws and charter of the bank, the origin of the institution, petition for changes in the by-laws of the Banco Español de Puerto Rico, and a letter of Carlos Ma Soler relating to banking matters in Puerto Rico. *n.t.p.* [Wash., 1900.] 8°. 26 p. (56th Cong. 1st sess. Sen. doc., no. 197.) [3]
- Temporary civil government for Porto Rico. Report [from the committee on Pacific islands and Porto Rico]. *n.t.p.* [Wash., 1900.] 8°. 17 p. (56th Cong. 1st sess. Sen. report, no. 249. Calendar no. 265.) [3]
- Trans-Pacific cable. Letter from H. L. Satterlee transmitting a statement submitted on behalf of certain American cable manufacturers, urging the retention of the "American-manufacture clause" in any bill that is passed authorizing the construction of a trans-Pacific cable. *n.t.p.* [Wash., 1900.] 8°. 8 p. (56th Cong. 1st sess. Sen. doc., no. 166.) [3]
- See Depew, C. M.; — Lanman, C.

(52d Congress. 2d session, and special session of the Senate, Dec. 1892—March 1893.)

- Senate documents. Vol. 5. Wash., 1893. 8°. [3]

(55th Congress. 3d session, Dec. 1898—March 1899.)

- House documents. Vol. 96. Wash., 1901. 1. 8°. [3]

(56th Congress. 1st session, Dec. 1899—June 1900.)

- Senate documents. Vol. 3, 5, 8, 20, 27-29, 31-32, 34-40, 42-44, 46. Wash., 1900. 16 v. 8°, 3 v. 4°, 1 v. 1. 8°. [3]
- House documents. Vol. 1, 5, 10-13, 25, 28, 59, 62, 77, 81, 83, 88, 90, 98, 100, 102-104, 109, 112-113, 116-121, 123. Wash., 1900. 5 v. 1. 8°, 4 v. 4°, 20 v. in 21 8°, 1 v. obl. f°. [3]

(56th Congress. 2d session, Dec. 1900—March 1901.)

- Senate documents. Vol. 1, 3, 5, 11, 14. Wash., 1901. 5 v. 8°. [3]
- Senate reports. Wash., 1901. 5 v. 8°. [3]
- House documents. Vol. 1-3, 5-11, 15-17, 23-27, 29-31, 35-37, 39, 42-60, 62-63, 65-73, 75-78, 80-87, 90-92, 94-97, 99-100, 102-105, 108-110, 115, 122-123, 125. Wash., 1901. 67 v. 8°, 1 v. sm. 4°, 8 v. 4°, 11 v. 1. 8°. Plates and folded maps. [3]
- House reports. Wash., 1901. 6 v. 8°. [3]

(57th Congress. 1st session, Dec. 1901—July 1902.)

- Journal of the Senate. Wash., 1902. 4°. [3]

Constitution.

- See Beecher, W. J.; — Burgess, J. W.

United States, continued.*Consuls.*

- Advance sheets of Consular reports, Aug. 20, Sept. 13, 21, 1900, May 27, 1901. No. 812, 832, 839, 1047. *n.t.p.* [Wash., 1900-01.] 8°. [3]
- *Same.* Sept. 3, 1901—May 31, 1902. No. 1129-1355. *n.t.p.* [Wash., 1901-02.] 8°. [3]
- Index to Advance sheets of Consular reports, 1901. Wash., 1902. 8°. [3]
- Consular reports. Vol. 67-69. Sept. 1901—Aug. 1902. Wash., 1901-02. 3 v. 8°. [3]
- Exports declared for the United States during the four quarters of the fiscal year ended June 30, 1900-01. Wash., 1901-02. 2 v. 8°. [3]
- Exports declared for the United States. Returns from Consular districts for quarter ended March 31, 1901—March 31, 1902. Wash., 1901-02. 8°. [3]
- Special consular reports. Vol. 22, part 1-3. Wash., 1901. 8°. [3]

Contents.

Vol. 22. Part 1. Acetic acid in foreign countries. 2. Mineral-water industry. 3. Foreign trade in heating and cooking stoves.

Court of Claims.

- See Nott, C. C., and Hopkins, A. Cases decided, 1900-01.

Courts.

- See American Digest, annotated, 1901, A—B;—American Digest. [Century ed.];—American Negligence Digest, 1902;—Ash, M. and W. Table of Federal citations, 1789-1901, v. 1;—Lawyers' Co-operative Publishing Company.

Department of Agriculture.

- Annual reports, June 30, 1901. Wash., 1901. 8°. [3]
- Development of the nutrition investigations of the Department. By A. C. True and R. D. Milner. *n.t.p.* [Wash., 1899.] 8°. (16) p. [3]
- Farmers' bulletin. No. 52. 2d revised ed. Wash., 1901. 8°. 48 p. Illus. [3]

Contents.

No. 52. Wiley, H. W. The sugar beet: culture, seed development, manufacture and statistics.

- *Same.* No. 133-158. Wash., 1901-02. 8°. Illus. [3]

Contents.

- No. 133. Experiment station work, 18.
- 134. Hall, W. L. Tree planting on rural school grounds.
- 135. Denton, A. A. Sorghum sirup manufacture.
- 136. Eldridge, M. O. Earth roads.
- 137. Thompson, G. F. The angora goat.
- 138. Wickson, E. J. Irrigation in field and garden.
- 139. Carleton, M. A. Emmer: a grain for the semi-arid regions.
- 140. Rolfs, P. H. Pineapple growing.
- 141. Salmon, D. E. Poultry raising on the farm.
- 142. Atwater, W. O. Principles of nutrition and nutritive value of food.
- 143. Soule, A. M. Conformation of beef and dairy cattle.
- 144. Experiment station work, 19.
- 145. Hinds, W. E. Carbon bisulphid as an insecticide.
- 146. Haywood, J. K. Insecticides and fungicides: chemical composition and effectiveness of certain preparations.
- 147. Ball, C. R. Winter forage crops for the South.
- 148. Beattie, W. R. Celery culture.
- 149. Experiment station work, 20.
- 150. Williams, F., Jr. Clearing new land.
- 151. Tracy, S. M. Dairying in the South.
- 152. Hickman, R. W. Scabies in cattle.
- 153. Piper, C. V. Orchard enemies in the Pacific northwest.
- 154. Corbett, L. C. The home fruit garden: preparation and care.
- 155. Howard, L. O. How insects affect health in rural districts.
- 156. Bagam, W. H. The home vineyard, with special reference to northern conditions.
- 157. Corbett, L. C. The propagation of plants.
- 158. Johnston, C. T., and Stammard, J. D. How to build small irrigation ditches.

- Production, consumption, and exportation of raw cotton, etc. Statement of the Secretary of Agriculture in regard to the production, consumption, and exportation of raw cotton and manufactured cotton goods in the United States and in foreign countries. *n.t.p.* [Wash., 1900.] 8°. 15 p. (56th Cong. 1st sess. Sen. doc., no. 261.) [3]

United States. Department of Agriculture, continued.

— Report. No. 70-72. Wash., 1901-02. 8°. [3]

Contents.

No. 70. Whitney, M. Exhaustion and abandonment of soils. Testimony before the Industrial Commission.

71. Kearney, T. H., and Cameron, F. K. Some mutual relations between alkali soils and vegetation.

72. Progress of the beet-sugar industry in the United States, 1901.

- Report of the Secretary, 1901. Wash., 1901. 8°. [3]
- Statistical matter relating to principal crops and farm animals, transportation rates, etc., in the United States, 1900. *h.t.p.* [Wash., 1900.] 8°. (112) p. [3]
- Work of the meteorologist for the benefit of agriculture, commerce and navigation. By F. H. Bigelow. *h.t.p.* [Wash., 1900.] 8°. (24) p. [3]
- Yearbook, 1901. Wash., 1902. 8°. Portraits, plates and folded maps. [3]

(Division of Agrostology.)

- Bulletin. No. 25. Wash., 1901. 8°. Maps and plates. [3]

Contents.

No. 25. Shear, C. L. Field work of the Division of Agrostology: a review and summary of the work done since the organization of the Division, July 1, 1895.

(Division of Biological Survey.)

- Bulletin. No. 12. Revised ed. Wash., 1902. 8°. 143 p. Illus. [3]

Contents.

No. 12. Palmer, T. S. Legislation for the protection of birds other than game birds.

- Circular. No. 32. Revised ed. *n.t.p.* [Wash., 1902.] 8°. 2 p. [3]

Contents.

No. 32. Directions for the destruction of prairie dogs.

- Same. No. 34-38. *n.t.p.* [Wash., 1901-02.] 8°. [3]

Contents.

No. 34. Laws for the protection of birds and game in the District of Columbia.

35. Directory of state officials and organizations concerned with the protection of birds and game, 1902.

36. Importation of reptiles into Hawaii.

37. Regulations for the importation of eggs of game birds for propagation.

38. Interstate commerce in birds and game.

- North American fauna. No. 21. Wash., 1901. 8°. Plates and map. [3]

Contents.

No. 21. Osgood, W. H. Natural history of the Queen Charlotte Islands, British Columbia; — Natural history of the Cook Inlet region, Alaska.

(Division of Botany.)

- Bulletin: No. 27-29. Wash., 1901. 8°. Plates. [3]

Contents.

No. 27. Collins, G. N. Seeds of commercial saltbushes.

28. Cook, O. F. The chayote: a tropical vegetable.

29. Pieters, A. J., and Charles, V. K. The seed coats of certain species of the genus *brassica*.

- Contributions from the U. S. national herbarium. Vol. 7. Wash., 1900-02. 8°. Plates and illus. [3]

Contents.

Vol. 7. No. 1. Coulter, J. M., and Rose, J. N. Monograph of the North American umbellifers. 2. Cook, O. F. The origin and distribution of the cocoa palm. 3. Chestnut, V. K. Plants used by the Indians of Mendocino County, Cal.

- Seed selling, seed growing and seed testing. By A. J. Pieters. *h.t.p.* [Wash., 1900.] 8°. (29) p. Plates. [3]

(Division of Chemistry.)

- Circular. No. 7. Revised ed. *n.t.p.* [Wash., 1902.] 8°. 3 p. [3]

Contents.

No. 7. Amended methods adopted at the 18th annual convention of the Association of Official Agricultural Chemists.

- Every farm an experiment station. By E. E. Ewell. *h.t.p.* [Wash., 1898.] 8°. (16) p. [3]

United States. Department of Agriculture, continued.*(Division of Entomology.)*

- Bulletin. No. 27. New series. Revised ed. Wash., 1901. 8°. Plates and illus. [3]

Contents.

No. 27. **Chittenden, F. H.** Some insects injurious to the violet, rose and other ornamental plants: a collection of articles dealing with insects of this class.

- Same. No. 28-34. New series. Wash., 1901-02. 8°. Plates and illus. [3]

Contents.

No. 28. **Hopkins, A. D.** Insect enemies of the spruce in the northeast. A popular account of results of special investigations, with recommendations for preventing losses.

29. **Chittenden, F. H.** The fall army worm and variegated cutworm.

30. Some miscellaneous results of the work of the Division of Entomology.

31. **Association of Economic Entomologists.** Proceedings, 13th annual meeting.

32. **Hopkins, A. D.** Insect enemies of the pine in the Black Hills Forest Reserve.

33. **Chittenden, F. H.** Some insects injurious to vegetable crops. A series of articles dealing with insects of this class.

34. **Banks, N.** Principal insects liable to be distributed on nursery stock.

- Circular. No. 42. 2d ed., revised. *n.t.p.* [Wash., 1902.] 8°. 6 p. [3]

Contents.

No. 42. **Marlatt, C. L.** How to control the San José scale.

- Same. No. 44-51. 2d series. *n.t.p.* [Wash., 1902.] 8°. Map and illus. [3]

Contents.

No. 44. **Hamner, W. D.** The periodical cicada in 1902.

45. **Marlatt, C. L.** A new nomenclature for the broods of the periodical cicada.

46. **Howard, L. O.** Hydrocyanic-acid gas against household insects.

47. **Marlatt, C. L.** The bedbug.

48. — The house centipede.

49. — The silver fish.

50. — The white ant.

51. — Cockroaches.

- The ox bot in the United States. By C. V. Riley. *h.t.p.* [Wash., 1892.] 8°. 16 p. Illus. [3]

(Division of Forestry.)

- Alphabetical list of land-grant and bond-aided railroads in the United States. Extract from A. G. O. no. 140, Aug. 4, 1899, as amended by supplement A. G. O., July 19, 1900. Wash., 1902. 8°. 4 p. [3]

- Bulletin. No. 7. [2d ed.] Wash., 1902. 8°. 197 p. Illus. [3]

Contents.

No. 7. **Fernow, B. E., and others.** Forest influences.

- Same. No. 31. Wash., 1901. 8°. Plates, illus. and folded map. [3]

Contents.

No. 31. **Mohr, C.** Notes on the red cedar.

- Forest extension in the middle west. By W. L. Hall. *h.t.p.* [Wash., 1901.] 8°. (16) p. Plates and diagram. [3]

- The practice of forestry by private owners. By H. S. Graves. *h.t.p.* [Wash., 1900.] 8°. (26) p. Plates. [3]

- Progress of forestry in the United States. By Gifford Pinchot. *h.t.p.* [Wash., 1900.] 8°. (16) p. Plates. [3]

- See also, back, *Bureau of Forestry.*

(Division of Pomology.)

- Bulletin. No. 9-10. Wash., 1901. 8°. Plates. [3]

Contents.

No. 9. **Eisem, G.** The fig: its history, culture and curing, with a descriptive catalogue of the known varieties of figs.

10. **Lake, E. R.** Prunes and prune culture in western Europe, with special reference to existing conditions in the Pacific northwest.

(Division of Publications.)

- American sweet potatoes in Europe. [Wash., 1900.] f°. (1) p. ([Publ.], no. 386.) [3]

United States. Department of Agriculture. (Division of Publications), continued.

- Bulletin. No. 6. Wash., 1902. 8°. [3]

Contents.

No. 6. **Handy, R. B., and Cammen, M. A.** List by titles of publications of the Department of Agriculture, 1840—June 1901.

- Circular. No. 1. *n.t.p.* [Wash., 1901.] 8°. [3]

Contents.

No. 1. Organization of Department of Agriculture, 1901-02.

- Development of agricultural libraries. *h.t.p.* [Wash., 1900.] 8°. (27) p. Plates. [3]
- List of bulletins and circulars issued by the Department and available for free distribution. Corrected to Jan. 1, 1902. [7th ed.] *h.t.p.* [Wash., 1902.] 8°. 24 p. [3]
- Monthly list of publications [of the Department], Sept. 1901—Aug. 1902. *n.t.p.* [Wash., 1901-02.] 8°. [3]
- Publications of the Department of Agriculture for sale by the Superintendent of Documents. Corrected to Aug. 1, 1901. [8th ed.] *h.t.p.* [Wash., 1901.] 8°. 40 p. [3]
- A study of the water-right problem of California. [Wash., 1900.] 1. 8°. (1) p. [3]

(Division of Soils.)

- Field operations of the Division, 1900. 2d report. By Milton Whitney, chief, with accompanying papers by T. H. Means, F. D. Gardner [and others]. Wash., 1901. 8°. 473, (1) p. Plates and volume of maps. [3]
- Growth of the tobacco industry. By Milton Whitney and M. L. Floyd. *h.t.p.* [Wash., 1900.] 8°. (33) p. Plates. [3]
- List of soil types established by the Division, 1899-1900, with brief description. *n.t.p.* [Wash., 1901.] 8°. 11 p. [3]

(Division of Statistics.)

- Crop Reporter. Vol. 3. May 1901—April 1902. *n.t.p.* [Wash., 1901-02.] 4°. [3]
- Miscellaneous series. Bulletin no. 15, revised. Wash., 1901. 8°. 86 p. [3]

Contents.

No. 15. **Newcomb, H. T., and Ward, E. G., Jr.** Changes in the rates of charge for railway and other transportation charges.

- - Same. No. 21-23. Wash., 1901. 8°. [3]

Contents.

No. 21. **Ward, E. G., Jr., and Holmes, E. S.** Rates of charge for transporting garden truck, with notes on the growth of the industry.

22. **Wages of farm labor in the United States.** Results of eleven statistical investigations, 1868-99.

23. **Holmes, E. S., Jr.** Statistics on the fruit industry of California.

- Progress of agriculture in the United States. By G. K. Holmes. *h.t.p.* [Wash., 1900.] 8°. (41) p. [3]
- Report of the Statistician [for the fiscal year ended June 30, 1901]. *n.t.p.* [Wash., 1901.] 8°. [3]

(Division of Vegetable Physiology and Pathology.)

- Bulletin. No. 29. Wash., 1901. 8°. Plates and illus. [3]

Contents.

No. 29. **Hays, W. M.** Plant breeding.

- The cause and prevention of pear blight. By M. B. Waite. *n.t.p.* [Wash., 1896.] 8°. (6) p. [3]
- Progress of plant breeding in the United States. By H. J. Webber and E. A. Bessey. *h.t.p.* [Wash., 1900.] 8°. (28) p. Plates. [3]

United States. Department of Agriculture, continued.*(Library.)*

- Bulletin. No. 37-40. *n.t.p.* Wash., 1901-02. 8°. [3]

Contents.

No. 37. Catalogue of the periodicals and other serial publications, exclusive of U. S. government publications, in the library.

38-40. Accessions to the library, July 1901—March 1902.

- List of duplicates offered as exchanges. 1-2. [Dec. 1901—Jan. 1902.] *n.t.p.* [Wash., 1901-02.] 8°. 3 p. [3]

(Office of Experiment Stations.)

- Adaptation of methods of cultivation and manuring to the physical properties of soils. By Ewald Wollny. *h.t.p.* [Wash., 1900?] 8°. (8) p. [3]
- Agricultural education, practical and scientific. By W. M. Liggett. *h.t.p.* [Wash., 1900.] 8°. (6) p. [3]
- The agricultural engineer. By W. T. Magruder. *h.t.p.* [Wash., 1899?] 8°. (5) p. [3]
- Agricultural experiment stations in the United States. *h.t.p.* [Wash., 1900.] 8°. (39) p. Plates. [3]
- Annual address of the president of the Association of American Agricultural Colleges and Experiment Stations, 1899. By H. P. Armsby. *h.t.p.* [Wash., 1900?] 8°. (10) p. [3]
- Bulletin. No. 100-117. Wash., 1901-02. 4°, 8°. Plates. [3]

Contents.

No. 100. Mead, E., and others. Report of irrigation investigations in California.

101. Snyder, H. Studies on bread and bread making at the University of Minnesota, 1899-1900.

102. Grindley, H. S., and others. Experiments on losses in cooking meat, 1898-1900.

103. Miller, M. F. The evolution of reaping machines.

104. Mead, E., and others. Report of irrigation investigations for 1900.

105. Irrigation in the United States. Testimony of Elwood Mead, irrigation expert in charge, before the United States Industrial Commission, June 11-12, 1901.

106. Dyer, B. Results of investigations on the Rothamsted soils, being the lectures delivered under the provisions of the Lawes Agricultural Trust.

107. Jaffa, M. E. Nutrition investigations among fruitarians and Chinese at the California Agricultural Experiment Station, 1899-1901.

108. Wicksom, E. J. Irrigation practice among fruit growers on the Pacific coast.

109. Atwater, W. O., and others. Experiments on the metabolism of matter and energy in the human body, 1898-1900.

110. American Association of Farmers' Institute Workers. Proceedings, 6th annual meeting, Buffalo, Sept. 18-19, 1901.

111. Organization lists of the agricultural colleges and experiment stations in the United States, with a list of agricultural experiment stations in foreign countries, March 1902.

112. True, A. C., and Crosby, D. J. Agricultural experiment stations in foreign countries.

113. Bond, F., and Keeney, G. H. Irrigation of rice in the United States.

114. Statistics of the land-grant colleges and agricultural experiment stations in the United States for the year ended June 30, 1901.

115. Association of American Agricultural Colleges and Experiment Stations. Proceedings, 15th annual convention, Washington, Nov. 12-14, 1901.

116. Atwater, W. O., and Bryant, A. P. Dietary studies in New York City, 1896-97.

117. Wait, C. E. Experiments on the effect of muscular work upon the digestibility of food and the metabolism of nitrogen, conducted at the University of Tennessee, 1899-1900.

- Circular. No. 23, revised. *h.t.p.* [Wash., 1902.] 8°. (3) p. [3]

Contents.

No. 23. Key to subject index of Experiment Station literature.

- The electrical engineering laboratory in its relations to local engineering work. By C. L. Cory. *h.t.p.* [Wash., 1900.] 8°. (7) p. [3]
- The inspection of nursery stock and orchards. By Alexander Craw. *h.t.p.* [Wash., 1900?] 8°. (6) p. [3]
- Irrigation investigations in California under the direction of Elwood Mead, [and others]. Wash., 1901. 8°. 73 p. (56th Cong. 2d sess. Sen. doc., no. 108.) [3]
- List of publications of the office on irrigation. *n.t.p.* [Wash., 1901?] 8°. 5 p. ([Publ.], 358, revised.) [3]

United States. Department of Agriculture. (Office of Experiment Stations), continued.

- List of publications of the office on the food and nutrition of man, for gratuitous distribution. [Revised.] *n.t.p.* [Wash., 1901?] 8°. 8 p. ([Publ.], 238.) [3]
- Memorial address on Honorable Justin S. Morrill. By M. H. Buckham. *h.t.p.* [Wash., 1900?] 8°. (8) p. [3]
- Methods of seed testing and their relation to the farm and garden. By A. J. Pieters. *h.t.p.* [Wash., 1900?] 8°. (7) p. [3]
- The practical importance of industrials. By W. F. Gilkison. *h.t.p.* [Wash., 1900.] 8°. (4) p. [3]
- The principles underlying the formation of an agricultural course in the South. By C. E. Coates, Jr. *h.t.p.* [Wash., 1900?] 8°. (8) p. [3]
- Some objections to early differentiation of engineering courses. By J. C. Nagle. *h.t.p.* [Wash., 1899?] 8°. (5) p. [3]

(Office of Public Road Inquiries.)

- Bulletin. No. 21-22. Wash., 1901-02. 8°. Plates and folded map. [3]

Contents.

No. 21. **International Good Roads Congress.** Proceedings, Buffalo, N. Y., Sept. 16-21, 1901.

22. Proceedings, 3d annual Good Roads Convention of the Boards of Supervisors of the state of New York, Albany, Jan. 28-29, 1902.

- Circular. No. 36. *n.t.p.* [Wash., 1902.] 8°. [3]

Contents.

No. 36. List of national, state and local road associations and kindred organizations in the United States.

- Progress of road building in the United States. By M. O. Eldridge. *h.t.p.* [Wash., 1900.] 8°. (16) p. Plates. [3]
- Publications of the Office. [Corrected to Sept. 1901.] *n.t.p.* [Wash., 1901.] 8°. 8 p. [3]

(Section of Foreign Markets.)

- Bulletin. No. 27. Wash., 1902. 8°. [3]

Contents.

No. 27. **Hitchcock, F. H.** Our foreign trade in agricultural products, 1892-1901.

- Circular. No. 24. *n.t.p.* [Wash., 1902.] 8°. [3]

Contents.

No. 24. Agricultural imports and exports, 1897-1901.

- Report of the Chief, 1901. By F. H. Hitchcock. Wash., 1901. 8°. [3, *Matthew Crosby, Consul for Peru.*]

Department of the Interior.

- Annual reports, June 30, 1899. Wash., 1899. 1 v. in 2, 8°, and 1 v. in 6, 1. 8°. Folded maps, and volume of maps. [3]

Namely.

Commissioner of Education, 2 v. Geological Survey, v. 1-3, 5-7.

- Same. June 30, 1900. Wash., 1900-01. 4 v. in 7, 8°, and 1 v. in 9, 1. 8°. Plates, folded maps, and volume of maps. [3]

Namely.

Secretary of the Interior; General Land Office.

Indian affairs, 2 v.

Miscellaneous reports. Part 1. Bureau officers, etc. 2. Governors of territories, etc.

Education, 2 v.

Geological Survey, 9 v.

- Decisions of the Department in appealed pension and bounty-land claims; also, a table of cases reported, cited, overruled and modified, and of statutes cited and construed. Vol. 11. Ed. by J. W. Bixler. Wash., 1901. 8°. [3]
- Decisions of the Department of the Interior and General Land Office in cases relating to the public lands, May 1, 1900—June 30, 1901. Vol. 30. Ed. by S. V. Proudfit and G. J. Hesselman. Wash., 1901. 8°. xxv, 649 p. Folded diagram. [3]

United States. Department of the Interior, continued.

- Moneys due the Cherokee nation. Reprint of Senate document no. 16, 54th Congress, 1st session, and Executive document no. 182, 53d Congress, 3d session. Wash., 1900. 8°. (2), 4, 32 p. Folded map. (56th Cong. 1st sess. Sen. doc., no. 163.) [3]
- Official register of officers and employees in the civil, military and naval service, with a list of vessels belonging to the United States, July 1, 1901. Compiled by E. M. Dawson. Wash., 1901. 2 v. 1. 8°. [3]

Contents.

- Vol. 1. Legislative, executive and judicial.
- 2. The Post-Office Department and the postal service.

- Purchase of current literature for Department library. Letter from the Acting Secretary of the Treasury transmitting copy of a communication from the Acting Secretary of the Interior requesting that an appropriation be made for the purchase of current literature for the library. *n.t.p.* [Wash., 1900.] 8°. 3 p. (56th Cong. 1st sess. Sen. doc., no. 191.) [3]
- Regulations governing the impounding and disposition of loose live stock found in the Yellowstone National Park. [Wash., 1900.] 24°. (3) p. [3]
- Report of the Secretary for the fiscal year ended June 30, 1901. Wash., 1901. 8°. [3]

Without accompanying reports.

- Report regarding the receipt, distribution, and sale of public documents on behalf of the government, 1900-01. Wash., 1901. 8°. 11 p. [3]

Department of Justice.

- Register of the Department of Justice and the judicial officers of the United States. 13th ed. Corrected to Oct. 1, 1900. Wash., 1900. 8°. 180 p. [3]

Department of Labor.

- 16th annual report, 1901. Wash., 1901. 8°. [3]

*Contents.**Strikes and lockouts.*

- Bulletin. Vol. 6. [No. 32-37.] 1901. Wash., 1901. 8°. [3]
- Index of all reports issued by Bureaus of Labor Statistics in the United States prior to March 1, 1902. Prepared under the direction of C. D. Wright. Wash., 1902. 8°. 287 p. [3]
- Libraries containing the annual and special reports of the Department. Wash., 1900. 24°. 28 p. [3]
- Report of the Commissioner of Labor on Hawaii, 1901. Wash., 1902. 8°. 264 p. [3]
- A report on the effect of the international copyright law in the United States. By C. D. Wright. Wash., 1901. 8°. 99 p. [3]
- United States Department of Labor exhibit, Pan-American Exposition, 1901. Monographs on social economics. Ed. by C. H. Verrill, expert in charge. 1-6. Wash., 1901. 8°. [3]

Contents.

- 1. Wright, C. D. The working of the Department of Labor.
- 2. — The value and influence of labor statistics.
- 3. Olmsted, V. H., and Fessenden, S. D. Employer and employee under the common law.
- 4. Fessenden, S. D. Present status of employers' liability in the United States.
- 5. — Protection of workmen in their employment.
- 6. Hartwell, E. M. Public baths in Europe.

Department of the Navy.

- Annual report of the operations of the naval militia, 1900. Wash., 1900. 8°. [3]
- Catalogue of the exhibit of the Navy Department, Pan-American Exposition, Buffalo, 1901. Wash., 1901. 8°. 30 p. [3]
- Circular and specifications of the Department concerning armor plate and appurtenances for vessels of the U. S. navy. 1900. Wash., 1900. 12°. 22 p. [3]
- General court-martial orders. No. 1-52, 54-70, 89-100, 102-117, 119-217. Jan. 2-Dec. 27, 1901. *n.t.p.* [Wash., 1901.] 12°. [3]

United States. Department of the Navy, continued.

- General orders. No. 20-46, 48, 52-77. Jan. 1-May 4, June 6, July 1-Dec. 31, 1901. *n.t.p.* [Wash., 1901.] 12°. [3]
- List and station of the commissioned and warrant officers of the navy of the United States and of the marine corps on the active list and officers on the retired list employed on active duty, July 1, 1902. Wash., 1902. 8°. [3]
- Navy yard order. No. 13, revised. [Sept. 11, 1897.] *h.t.p.* [Wash., 1897.] narrow 8°. 5 p. [3]
- - No. 241. Sept. 5, 1901. *n.t.p.* [Wash., 1901.] narrow 8°. [3]
- Register of the commissioned and warrant officers of the navy and of the marine corps, Jan. 1, 1902. Wash., 1902. 8°. [3]
- Rules regarding examinations of candidates for appointment in the corps of civil engineers of the navy. [Jan. 7, 1899. Wash., 1899.] 12°. (1) p. [3]
- *Same.* [Oct. 20, 1900. Wash., 1900.] 12°. (1) p. [3]
- Sheathing and coppering battle ships and armored cruisers. Letter from the Secretary of the Navy transmitting the views of the members of the Board on Construction relative to the question of sheathing and coppering, *etc.* *n.t.p.* [Wash., 1900.] 8°. 38 p. (56th Cong. 1st sess. Sen. doc., no. 165.) [3]
- Special orders. No. 6-7, 9-15. March 6-14, July 19-Oct. 14, 1901. *n.t.p.* [Wash., 1901.] 12°. [3]
- Trip through the island of Luzon. Letter from the Secretary of the Navy transmitting a copy of the report of Paymaster W. B. Wilcox and Naval Cadet L. R. Sargent on a trip through Luzon. *n.t.p.* [Wash., 1900.] 8°. 22 p. (56th Cong. 1st sess. Sen. doc., no. 196.) [3]
- Vessels authorized and under construction for United States navy, *etc.* Letter from the Secretary of the Navy transmitting a tabulated statement prepared by the Chief Constructor of the Navy. *n.t.p.* [Wash., 1900.] 8°. 10 p. (56th Cong. 1st sess. Sen. doc., no. 168.) [3]

(Library.)

- Accessions to the Navy Department Library, July 1901-June 1902. [9-10.] *h.t.p.* [Wash., 1902.] 8°. [3]

Department of the Post Office.

- Civil service regulations governing promotions in the Railway Mail Service. Approved and promulgated June 15, 1900. Wash., 1900. 8°. 7 p. [3]
- Daily bulletin of orders affecting the postal service. Vol. 22. Jan. 2-Dec. 31, 1901. No. 6354-6654. [Wash., 1901.] f° sheets. [3]
- Report of the First Assistant Postmaster-General for the fiscal year ended June 30, 1900-01. Wash., 1900-01. 8°. Folded maps. [3]
- Report of the Second Assistant Postmaster-General, 1900. Wash., 1900. 8°. [3]
- Rural free delivery in Carroll County, Md. Letter from the Postmaster-General transmitting a copy of a report on the experiment of rural free delivery in Carroll County. *n.t.p.* [Wash., 1900.] 8°. 12 p. (56th Cong. 1st sess. House doc., no. 691.) [3]
- Schedule of steamers appointed to convey the United States mails to foreign countries during the month of Nov. 1901-Oct. 1902. [Wash., 1901-02.] Broad-sides. [3]
- Special instructions of the Postmaster-General in relation to the military postal service in China. *h.t.p.* [Wash., 1900.] 8°. 7 p. [3]
- United States official postal guide. [Vol. 23, no. 1-8, 11-12, Jan.-Aug., Nov.-Dec. 1901.] Phila., [1901]. 12°. [1]

Department of State.

- Citizens of the United States resident in the South African Republic. Message from the President transmitting a report from the Secretary of State submitting copies of letters on file in the Department making complaints of treatment by the South African Republic. *n.t.p.* [Wash., 1900.] 8°. 46 p. (56th Cong. 1st sess. House doc., no. 618.) [3]

United States. Department of State, continued.

- Commercial relations of the United States with foreign countries during the year 1901. Wash., 1902. 2 v. 8°. [3]
- Correspondence in relation to an interoceanic canal between the Atlantic and Pacific Oceans, the Clayton-Bulwer treaty and the Monroe Doctrine, and the treaty between the United States and New Grenada, Dec. 12, 1846. Wash., 1900. 8°. 548 p. (56th Cong. 1st sess. Sen. doc., no. 237.) [3]
- Descriptive catalogue of the collection of portraits in the Department. Wash., 1900. 8°. 13, (1) p. [3]
- Diplomatic and consular service of the United States. Corrected to Sept. 5, 1900, July 31, 1901. *h.t.p.* [Wash., 1900-01.] 8°. 55 p. [3]
- Diplomatic list, Oct. 1901—Sept. 1902. *n.p.*, [1901-02]. 24°. [3]
- Edward Gottfried. Message from the President transmitting a report from the Secretary of State in relation to the alleged depredations on the property and injuries and indignities upon the person of Edward Gottfried, a citizen of the United States, by Peruvian revolutionists. *n.t.p.* [Wash., 1900.] 8°. 115 p. (56th Cong. 1st sess. Sen. doc., no. 419.) [3]
- History of the Department, its formation and duties, with biographies of its present officers and secretaries from the beginning. Wash., 1901. 8°. 136 p. Portraits. [3]
- A list of books, pamphlets, and maps received at the library of the Department, Jan. 1—Dec. 31, 1901, supplemented by a list of periodicals and newspapers received. New series. No. 23-24. *n.t.p.* [Wash., 1901.] sm. 4°. [3]
- New Panama Canal Company of France. Message from the President transmitting copies of the communications received by the President and by the Secretary of State. *n.t.p.* [Wash., 1900.] 8°. 84 p. Folded maps. (56th Cong. 1st sess. Sen. doc., no. 188.) [3]
- Open-door policy in China. Message from the President transmitting a report from the Secretary of State, with copies of correspondence with various foreign governments concerning American commercial rights in China. *n.t.p.* [Wash., 1900.] 8°. 17 p. (56th Cong. 1st sess. House doc., no. 547.) [3]
- Petition of Chamber of Commerce of San Juan, Porto Rico, for reduction of tariff on rice and olive oil. Letter from the Secretary of State transmitting a resolution of the Chamber of Commerce. *n.t.p.* [Wash., 1900.] 8°. 3 p. (56th Cong. 1st sess. House doc., no. 693.) [3]
- Proposed American National Institute at Paris. Message from the President transmitting a report from the Secretary of State in regard to the Institute. *n.t.p.* [Wash., 1900.] 8°. 19 p. Folded plans. (56th Cong. 1st sess. Sen. doc., no. 398.) [3]
- Review of the world's commerce, introductory to Commercial relations of the United States with foreign countries during the year 1901. Wash., 1902. 8°. [3]
- Status of Chinese persons in the Philippine Islands. Message from the President transmitting a report from the Secretary of State, with accompanying papers. *n.t.p.* [Wash., 1900.] 8°. 8 p. (56th Cong. 1st sess. Sen. doc., no. 397.) [3]
- War vessels on the Great Lakes. Message from the President requesting information in regard to the status of the agreement said to prohibit the building, arming, or maintaining of more than a single war vessel on the Great Lakes. *n.t.p.* [Wash., 1900.] 8°. 72 p. (56th Cong. 1st sess. House doc., no. 471.) [3]

Department of the Treasury.

- Annual report of the Auditor for the State and other departments, June 30, 1900-01. Wash., 1900-01. 8°. [3]
- Annual report of the Auditor for the Treasury Department, June 30, 1900-01. Wash., 1900-01. 8°. [3]
- Annual report of the Register of the Treasury, June 30, 1901. Wash., 1901. 8°. [3]
- 24th annual report of the treasurer on the sinking fund and funded debt of the District of Columbia, June 30, 1901. Wash., 1901. 8°. [3]

United States. Department of the Treasury, continued.

- Circular letter, [April 5, 1902, concerning alleged personal illtreatment and indignities on the part of inspectors of personal baggage at the port of New York]. *n.t.p.* [Wash., 1902.] 8°. 6 p. [3]
- Department circular. No. 1-4, 6-109. [1901.] *n.t.p.* [Wash., 1901.] 4°. [3]
- - *See also, forward, Office of Internal Revenue.*
- Digest of decisions of the Treasury Department, customs, and of the Board of U. S. General Appraisers rendered during calendar years 1898-1901, under various acts of Congress. Wash., 1902. 8°. 331 p. [3]
- Digest of naval appropriations for fiscal year 1901-02. *n.t.p.* [Wash., 1900-01.] 8°. [3]
- Importers of goods from Porto Rico. Letter from the Secretary of the Treasury transmitting reports of collectors of customs as to names of importers, *etc.* *n.t.p.* [Wash., 1900.] 8°. 22 p. (56th Cong. 1st sess. House doc., no. 589.) [3]
- Monthly statement. Paper currency of each denomination outstanding Sept. 30, 1901—Aug. 30, 1902. [Wash., 1901-02.] obl. 24°. [3]
- National standardizing bureau. Letter from the Secretary of the Treasury transmitting, with accompanying communications, a draft of a bill for the establishment of a national standardizing bureau. *n.t.p.* [Wash., 1900.] 8°. 11 p. (56th Cong. 1st sess. House doc., no. 625.) [3]
- Number, location, character, and cost of public buildings, *etc.* Letter from the Secretary of the Treasury transmitting a report showing, by states, the number, location, *etc.*, of each completed public building under the control of the Department, with the public buildings now authorized and under construction. *n.t.p.* [Wash., 1900.] 8°. 17 p. (56th Cong. 1st sess. Sen. doc., no. 353.) [3]
- Refunds of customs duties. Letter from the Acting Secretary of the Treasury transmitting a detailed statement of refund of customs duties. *n.t.p.* [Wash., 1900.] 8°. 88 p. (56th Cong. 1st sess. House doc., no. 525.) [3]
- Report of the Auditor for the Post-Office Department for the fiscal year ended June 30, 1899-1900. Wash., 1899-1900. 8°. [3]
- Statement of the funded indebtedness of the District of Columbia and late corporation of Washington, March 30, June 29, Sept. 30, Dec. 31, 1901, March 31, June 30, 1902. [Wash., 1901-02.] Broadsides. [3]
- Statement of the public debt and of the cash in the treasury of the United States for the month of Sept. 1901—Aug. 1902. [Wash., 1901-02.] f° sheets. [3]
- Treasury decisions under tariff, internal revenue, immigration, navigation laws, *etc.* Vol. 4-[5]. Jan. 1901—June 1902. Wash., 1902. 2 v. 8°. [3]

The title begins "Index to Treasury decisions."

- Use of annual appropriations. *n.t.p.* [Wash., 1900.] 8°. 4 p. [3]

(*Division of Bookkeeping and Warrants.*)

- Combined statement of the receipts and disbursements, apparent and actual, of the United States for the fiscal year ended June 30, 1901-02. *h.t.p.* [Wash., 1901-02.] 4°. [3]
- Statement of balances, appropriations and expenditures of the government for the fiscal year ended June 30, 1899, 1901. *h.t.p.* [Wash., 1899-1901.] 4°. [3]
- Statement of the Treasury, June 1901—April 1902. *n.t.p.* [Wash., 1901-02.] 4°. [3]

(*Division of Customs.*)

- Reappraisements of merchandise by United States general appraisers, [Oct. 7, 1901—Sept. 15, 1902. Reappraisement circulars. No. 745-881.] *n.t.p.* [Wash., 1901-02.] 4°. [3]

(*Division of Loans and Currency.*)

- Circulation statement, Oct. 1, 1901—Sept. 1, 1902. [Wash., 1901-02.] obl. 8° sheets. [3]
- Registered bonds caveated upon the books of [the] Department, Oct. 1, 1901—Sept. 1, 1902. [Wash., 1901-02.] f° sheets. [3]

United States, *continued.**Department of War.*

- Annual reports, June 30, 1900. Wash., 1900-02. 3 v. in 28. 8°. Folded diagrams, portraits, maps, and illus. [3]

Namely.

Vol. 1. Part 1. Secretary of War;—Miscellaneous. 2. Bureau reports. 3-9. Lieutenant-General Commanding the Army. 10. Military Governor of the Philippine Islands on civil affairs. 11-12. Military Governor of Cuba on civil affairs. 2 v. in 8 pt. 13. Military Governor of Porto Rico on civil affairs.
 2. Chief of Engineers. 8 v.
 3. Chief of Ordnance.

- *Same.* June 30, 1901. Wash., 1901-02. 3 v. in 16. 8°. Folded diagrams and illus. [3]

Namely.

Vol. 1. Part 1. Secretary of War;—Miscellaneous. 2. Bureau reports. 3-7. Lieutenant-General Commanding the Army. 8-9. Philippine Commission. 10. Public laws and resolutions passed by the Philippine Commission.
 2. Chief of Engineers. 6 v.
 3. Chief of Ordnance.

- Disappearing carriages for the seacoast fortifications. Letter from the Secretary of War transmitting copy of General Miles's letter, with the reports thereon by the Chief of Ordnance and Chief of Engineers. *n.t.p.* [Wash., 1900.] 8°. 29 p. (56th Cong. 1st sess. Sen. doc., no. 332.) [3]
- Medical service of the German army. Letter from the Secretary of War transmitting a copy of the report of J. M. Woodbury. *n.t.p.* [Wash., 1899.] 8°. 12 p. Plates. (56th Cong. 1st sess. Sen. doc., no. 29.) [3]
- Obsolete and condemned cannon. Letter from the Secretary of War inclosing two lists showing the obsolete and condemned cannon at the various arsenals and fortifications which are available for donation under the act of May 22, 1896, *n.t.p.* [Wash., 1900.] 8°. 3 p. (56th Cong. 1st sess. Sen. doc., no. 201.) [3]
- Relations of Puerto Rico to the constitution. Letter from the Assistant Secretary of War transmitting a reply to the resolution of the House of Representatives of March 30, 1900, relating to any opinion or opinions of a law officer of that Department on the relations of Puerto Rico to the constitution. *n.t.p.* [Wash., 1900.] 8°. 17 p. (56th Cong. 1st sess. House doc., no. 594.) [3]
- Spanish-American war claims. Letter from the Secretary of War transmitting a statement of claims for damages alleged to have been caused by United States troops in the war with Spain. *n.t.p.* [Wash., 1900.] 8°. 715 p. Folded maps. (56th Cong. 1st sess. House doc., no. 460.) [3]
- *Same.* Additional claims. *n.t.p.* [Wash., 1900.] 8°. 38 p. (56th Cong. 1st sess. House doc., no. 460, part 2.) [3]
- *Same.* Additional claims. *n.t.p.* [Wash., 1900.] 8°. 61 p. (56th Cong. 1st sess. House doc., no. 460, part 3.) [3]
- The tariff schedules now in force and effect in Cuba, Puerto Rico, and the Philippine Islands. Wash., 1900. 8°. 326 p. (56th Cong. 1st sess. Sen. doc., no. 254.) [3]
- The war of the rebellion: a compilation of the official records of the Union and confederate armies. By F. C. Ainsworth and J. W. Kirkley. General index and additions and corrections. [Serial no. 130.] Wash., 1901. 8°. li, 1242 p. [3]

(Division of Customs and Insular Affairs.)

- Customs tariff for the Philippine archipelago. Sept. 1901. Wash., 1901. 8°. (2), 104 p. [3]
- Levy and collection of taxes in Porto Rico. Paper translated in the Division of Customs and Insular Affairs, April 1900, with a translation of the Spanish Porto Rican tariff and a statement of the Auditor for Porto Rico. *n.t.p.* [Wash., 1900.] 8°. 110 p. (56th Cong. 1st sess. Sen. doc., no. 300.) [3]
- Monthly summary of commerce of the island of Cuba, July-Oct. 1900. [No. 1-4. Series 1900-01.] Wash., 1901. 4°. [3]
- Monthly summary of commerce of the Philippine Islands, July-Sept. 1900. With comparative tables of imports and exports by articles and countries. [No. 1-3. Series 1900-01.] Wash., 1901. 4°. [3]

United States. Department of War. (Division of Customs and Insular Affairs), continued.

- The people of the Philippines. Letter from the Secretary of War transmitting an article on the people of the Philippines. Wash., 1901. 8°. 76 p. (56th Cong. 2d sess. Sen. doc., no. 218.) [3]
- Report to the U. S. Military Governor in the Philippines. The coal measures of the Philippines. A rapid history of the discovery of coal in the archipelago and subsequent developments, with the full text of the record of the MacLeod coal concession in Cebu, or the Uling-Lutac coal and railway concession. Compiled from official records, by C. H. Burritt. Wash., 1901. 8°. 269 p. Folded maps. [3]
- Reports on the law of civil government in territory subject to military occupation by the military forces of the United States. Submitted to Elihu Root. By C. E. Magoon. Wash., 1902. 8°. 808 p. [3]
- Spanish public land laws, English translation, in the Philippine Islands, and their history to Aug. 13, 1898. Translated and compiled in the Forestry Bureau, under the direction of G. P. Ahern, assisted by Gregorio Basa. Wash., 1901. 8°. 61 p. [3]
- Translation of the law of criminal procedure for Cuba and Porto Rico, with Spanish text; with annotations, explanatory notes, and amendments made since the American occupation. Wash., 1901. 8°. (759) p. [3]
- Translation of the law of ports in force in Cuba. Wash., 1900. 8°. (2), 15 p. [3]
- Translation of the [Spanish] law of waters in force in Cuba. Wash., 1900. 8°. 53 p. [3]

(Military Information Division.)

- [Publication], no. 34-35. Wash., 1901-02. 8°. Diagrams and illus. [3]

Contents.

- No. 34. Herrom, J. S. Colonial army systems of the Netherlands, Great Britain, France Germany, Portugal, Italy and Belgium.
- 35. Edwards, E. A., and Herrom, J. S. Target practice and remount systems abroad.

Freedmen's Hospital.

- Report to the Secretary of the Interior, 1901-02. Wash., 1901-02. 8°. Plates. [3]

General Land Office.

- Acreage in forest reserves. Letter from the Secretary of the Interior transmitting the copy of a partial report. *n.t.p.* [Wash., 1900.] 8°. 6 p. (56th Cong. 1st sess. House doc., no. 643.) [3]
- *Same.* Forest reserves. Letter from the Secretary of the Interior transmitting, with the copy of a letter from the Commissioner of the General Land Office, additional information in regard to forest reserves. *n.t.p.* [Wash., 1900.] 8°. 16 p. Maps. (56th Cong. 1st sess. House doc., no. 643, part 2.) [3]
- Amendment to the Rules and regulations governing forest reserves. *n.t.p.* [Wash., 1900.] 8°. (1) p. [3]
- *Same.* Amendment. *n.t.p.* [Wash., 1900.] 8°. (2) p. [3]
- Ceded Chippewa pine lands, Minnesota. Four ceded townships, White Earth Reservation, and a portion of Red Lake Reservation. Instructions, minutes of examinations, and schedule of appraisements. Approved Oct. 6, 1900. Wash., 1900. 8°. 50 p. [3]
- Circular from the accounts division of the General Land Office in relation to the preparation and transmission of monthly and quarterly accounts and returns. Issued June 8, 1900, in lieu of Circular "M," issued Feb. 18, 1895. Wash., 1900. 8°. 36 p. [3]
- Circular. Instructions concerning the acquisition of title to coal lands in Alaska, under the act of Congress approved June 6, 1900. *n.t.p.* [Wash., 1900.] 8°. 2 p. [3]
- Provisions governing the recording of mining locations, the exploration and mining of tide lands, rights to dredge and mine below low tide, etc., in Alaska. *n.t.p.* [Wash., 1900.] 8°. 4 p. [3]

United States. General Land Office, continued.

- - Rules and regulations governing the use of timber on public mineral lands. *n.t.p.* [Wash., 1900.] 8°. (1) p. [3]
- - Special instructions to registers and receivers. *n.t.p.* [Wash., 1900.] 8°. 3 p. [3]
- - Special instructions to surveyors-general. *n.t.p.* [Wash., 1900.] 8°. 2 p. [3]
- Coal-land law and regulations thereunder. Reprint, with extract from circular of Aug. 7, 1895, and June 27, 1900. *h.t.p.* [Wash., 1901.] 8°. 13 p. [3]
- Colville Indian lands opened to settlement. Instructions. *n.t.p.* [Wash., 1900.] 8°. 14 p. [3]
- Compilation of laws, and regulations and decisions thereunder, relating to the creation and administration of public forest reserves. Nov. 6, 1900. Wash., 1900. 8°. 64 p. [3]
- Detailed statement of the business of the office, by divisions and in surveying districts, for the fiscal year ending June 30, 1900. *h.t.p.* [Wash., 1900.] 8°. (420) p. [3]
- Homestead by married women, act June 6, 1900, instructions. *n.t.p.* [Wash., 1900.] 8°. (1) p. [3]
- Regulations concerning permission to use right of way over the public lands, forest and other reservations, and the Yosemite, Sequoia, and General Grant National Parks, for telegraph and telephone lines, electrical plants, canals, reservoirs, tramroads, etc. Approved July 8, 1901. Wash., 1901. 8°. 9 p. [3]
- Regulations concerning right of way for canals, ditches, and reservoirs over the public lands and reservations. Approved June 27, 1900. Wash., 1900. 8°. 22 p. [3]
- Settlement and entry of land in White Earth Indian Reservation, Minn. *n.t.p.* [Wash., 1900.] 8°. 5 p. [3]
- United States mining laws and regulations thereunder. Approved July 26, 1901. *h.t.p.* [Wash., 1901.] 8°. 57 p. [3]

Geological Survey.

- 21st annual report, 1899-1900. Part 1-7. Wash., 1900. 7 v. in 9. l. 8°. Plates and folded maps. [3]
- The Bohemia mining region of western Oregon, with Notes on the Blue River mining region and on the structure and age of the Cascade range, by J. S. Diller, accompanied by a report on the Fossil plants associated with the lavas of the Cascade range, by F. H. Knowlton. Wash., 1900. l. 8°. (2), 64 p. Plates. [3]
- Bulletin. No. 177-178, 180-181, 183-187. Wash., 1901-02. 8°. Plates and folded maps. [3]

Contents.

- No. 177. Warman, P. C. Catalogue and index of the publications of the Survey, 1890-1901.
- 178. Weed, W. H. The El Paso tin deposits.
- 180. Pratt, J. H. The occurrence and distribution of corundum in the United States.
- 181. Wilson, H. M., and others. Results of primary triangulation and primary traverse, fiscal year 1900-01.
- 182. Gannett, H. A gazetteer of Porto Rico.
- 184. Adams, G. I. Oil and gas fields of the western interior and northern Texas coal measures and of the upper cretaceous and tertiary of the western gulf coast.
- 185. Wilson, H. M., and others. Results of spirit leveling, fiscal year 1900-01.
- 186. Stokes, H. N. On pyrite and marcasite.
- 187. Baker, M. Geographic dictionary of Alaska.

Bulletin no. 180 is called Series A, economic geology 11; no. 181, 183, Series F, geography 24-25; no. 184, Series A, economic geology 18; no. 185, Series F, geography 26; no. 186, Series E, chemistry and physics 35; no. 187, Series F, geography 27.

- Chromite or chromic iron ore. By J. H. Pratt. Wash., 1902. 8°. (2), 12 p. [3]
- The forests of the United States. By Henry Gannett. Wash., 1899. l. 8°. (3), 66 p. Folded maps. [3]
- Same. Wash., 1900. l. 8°. (3), 37 p. Folded maps. [3]

United States. Geological Survey, continued.

- Geologic atlas of the United States. Library ed. Folio 72-80. Wash., 1901-02. 9 v. f°. [3]

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73.	Coos Bay, Ore.
74.	Coalgate, Indian Territory.
75.	Maynardville, Tenn.
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77.	Raleigh, W. Va.
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79.	Atoka, Indian Territory.
80.	Norfolk, Virginia-North Carolina.

- The geology and mineral resources of a portion of the Copper River district, Alaska. By F. C. Schrader and A. C. Spencer. Wash., 1901. 1. 8°. 94 p. Plates and folded maps. [3]
- Geology of the McAlester-Lehigh coal field, Indian Territory, by J. A. Taff, accompanied by a Report on the fossil plants by David White, and a report on the paleozoic invertebrate fossils by G. H. Girty. Wash., 1899. 1. 8°. (180) p. Plates and folded maps. [3]
- Irrigation upon the Pima Indian Reservation, Ariz. Letter from the Secretary of the Interior transmitting a report from the director of the Survey relative to the proposed plans. *n.t.p.* [Wash., 1900.] 8°. 5 p. (56th Cong. 1st sess. Sen. doc., no. 304.) [3]
- The Lewis and Clarke Forest Reserve, Montana. By H. B. Ayres. Wash., 1900. 1. 8°. (56) p. Plates and folded map. [3]
- The manufacture of coke, 1900-01. By E. W. Parker. Wash., 1901-02. 8°. [3]
- Monographs. Vol. 40. Wash., 1900. 4°. Plates. [3]

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Vol. 40. **Seudder, S. H.** Adephagous and clavicorn coleoptera from the tertiary deposits at Florissant, Col., with descriptions of a few other forms and a systematic list of the non-rhynchophorous tertiary coleoptera of North America.

- Occurrence of glass-pot clays in the United States. By Heinrich Ries. Wash., 1902. 8°. (2), 17 p. [3]
- The occurrence of strontium ores. By J. H. Pratt. Wash., 1902. 8°. (2), 8 p. [3]
- Peat. By Heinrich Ries. Wash., 1902. 8°. (2), 10 p. [3]
- A preliminary paper on the geology of the Cascade Mountains in northern Washington. By I. C. Russell. Wash., 1900. 1. 8°. (130) p. Plates and maps. [3]
- The production of abrasive materials in 1901. By J. H. Pratt. Wash., 1902. 8°. (2), 57 p. [3]
- The production of aluminum and bauxite in 1900. By J. H. Pratt. Wash., 1901. 8°. (2), 10 p. [3]
- *Same.* 1901. By Joseph Struthers. Wash., 1902. 8°. (2), 9 p. [3]
- The production of antimony, 1901. By Joseph Struthers. Wash., 1902. 8°. 10 p. [3]
- The production of arsenic in 1901. By Joseph Struthers. Wash., 1902. 8°. (2), 4 p. [3]
- The production of asbestos in 1900. By J. H. Pratt. With notes on the occurrence of asbestos in Lamoille and Orleans Counties, Vt., by J. F. Kemp. Wash., 1901. 8°. (2), 12 p. [3]
- *Same.* 1901. By J. H. Pratt. Wash., 1902. 8°. (2), 13 p. [3]
- The production of asphaltum and bituminous rock in 1900. By E. W. Parker. Wash., 1901. 8°. 12 p. [3]
- *Same.* 1901. By Joseph Struthers. Wash., 1902. 8°. (2), 13 p. [3]
- The production of barytes in 1901. By J. H. Pratt. Wash., 1902. 8°. (2), 9 p. [3]
- The production of bismuth in 1901. By Joseph Struthers. Wash., 1902. 8°. (2), 4 p. [3]
- The production of borax and bromine in 1901. By Joseph Struthers. Wash., 1902. 8°. (2), 10 p. [3]

United States. Geological Survey, continued.

- The production of cement in 1900. Wash., 1901. 8°. (2), 21 p. [3]
 Newberry, S. B. Portland cement.—Cummings, W. American rock cement.—
 Eckel, E. C. Slag cement in Alabama.
- *Same.* 1901. Wash., 1902. 8°. (2), 17 p. [3]
- The production of coal, 1900-01. By E. W. Parker. Wash., 1901-02. 8°. [3]
- The production of copper in 1901. By Charles Kirchhoff. Wash., 1902. 8°. (2), 46 p. [3]
- The production of flint and feldspar in 1900. Wash., 1901. 8°. (3) p. [3]
- *Same.* 1901. By Heinrich Ries. Wash., 1902. 8°. (2), 9 p. [3]
- The production of fluorspar and cryolite in 1901. By J. H. Pratt. Wash., 1902. 8°. 11 p. [3]
- The production of fluorspar in 1900. By E. W. Parker. Wash., 1901. 8°. (2), 5 p. [3]
- *Same.* [Corrected ed.] Wash., 1901. 8°. (5) p. [3]
- The production of fuller's earth in 1900. Wash., 1901. 8°. (2), 4 p. [3]
- *Same.* 1901; with notes on fuller's earth of southwestern Georgia and western Florida, by T. W. Vaughan. Wash., 1902. 8°. (2), 18 p. [3]
- The production of gold and silver in 1900. By G. E. Roberts. Wash., 1901. 8°. (11) p. [3]
- The production of graphite in 1901. By Joseph Struthers. Wash., 1902. 8°. (2), 8 p. [3]
- The production of gypsum in 1900. By E. W. Parker. Wash., 1901. 8°. (2), 11 p. [3]
- *Same.* 1901. By Joseph Struthers. Wash., 1902. 8°. (2), 11 p. [3]
- The production of iron ores in 1901. By John Birkinbine. Wash., 1902. 8°. (2), 34 p. [3]
- The production of lead, 1900-01. By Charles Kirchhoff. Wash., 1901-02. 8°. [3]
- The production of lithium in 1901. By J. H. Pratt. Wash., 1902. 8°. (2), 6 p. [3]
- The production of lithographic stone in 1900. By S. J. Kübel. Wash., 1901. 8°. (2), 9 p. [3]
- The production of magnesite in 1901. By Joseph Struthers. Wash., 1902. 8°. (2), 4 p. [3]
- The production of manganese ores in 1901. By John Birkinbine. Wash., 1902. 8°. (2), 33 p. [3]
- The production of mica in 1900, by E. W. Parker; with a review of the mica industry in 1900, by J. A. Holmes. Wash., 1901. 8°. (2), 12 p. [3]
- *Same.* 1901. By J. H. Pratt. Wash., 1902. 8°. (2), 10 p. [3]
- The production of mineral paints in 1901. By Joseph Struthers. Wash., 1902. 8°. (2), 18 p. [3]
- The production of mineral paints and barytes, 1900. By E. W. Parker. Wash., 1901. 8°. (2), 19 p. [3]
- The production of mineral waters in 1901. Wash., 1902. 8°. (2), 31 p. [3]
- The production of monazite in 1901. By J. H. Pratt. Wash., 1902. 8°. (2), 10 p. [3]
- The production of natural gas in 1900-01. By F. H. Oliphant. Wash., 1901-02. 8°. [3]
- The production of nickel and cobalt in 1901. By J. H. Pratt. Wash., 1902. 8°. (2), 15 p. [3]
- The production of petroleum in 1900. By F. H. Oliphant. Wash., 1901. 8°. (2), 229 p. [3]
- The production of phosphate rock in 1900. By E. W. Parker. Wash., 1901. 8°. (2), 16 p. [3]
- *Same.* 1901. By Joseph Struthers. Wash., 1902. 8°. (2), 16 p. [3]
- The production of platinum in 1901. By Joseph Struthers. Wash., 1902. 8°. (2), 5 p. [3]

United States. Geological Survey, continued.

- The production of platinum, quicksilver, lithium, and nickel and cobalt in 1900. Wash., 1901. 8°. (2), 21 p. [3]
 - The production of precious stones, 1900-01. By G. F. Kunz. Wash., 1901-02. 8°. [3]
 - The production of quicksilver in 1901. By Joseph Struthers. Wash., 1902. 8°. (2), 8 p. [3]
 - The production of salt in 1900. By E. W. Parker. Wash., 1901. 8°. (2), 17 p. [3]
 - *Same.* 1901. By Joseph Struthers. Wash., 1902. 8°. (2), 17 p. [3]
 - The production of sulphur and pyrite in 1900. By E. W. Parker. Wash., 1901. 8°. (2), 16 p. [3]
 - *Same.* 1901. By Joseph Struthers. Wash., 1902. 8°. (2), 18 p. [3]
 - The production of talc and soapstone in 1900-01. By J. H. Pratt. Wash., 1901-02. 8°. [3]
 - The production of titanium. By W. O. Snelling. Wash., 1902. 8°. (2), 13 p. [3]
 - The production of tungsten, molybdenum, uranium, and vanadium, 1900-01. By J. H. Pratt. Wash., 1901-02. 8°. [3]
 - The production of zinc in 1900-01. By Charles Kirchhoff. Wash., 1901-02. 8°. [3]
 - A reconnaissance from Resurrection Bay to the Tanana River, Alaska, in 1898. By W. C. Mendenhall. Wash., 1900. 1. 8°. (77) p. Maps and plates. [3, *Author.*]
 - A reconnaissance in southwestern Alaska. By J. E. Spurr. Wash., 1900. 1. 8°. (236) p. Plates and folded maps. [3]
 - A reconnaissance in the Sushitna basin and adjacent territory, Alaska, in 1898. By G. H. Eldridge. Wash., 1900. 1. 8°. (2), 29 p. Plates and folded map. [3]
 - A reconnaissance of a part of Prince William Sound and the Copper River district, Alaska, in 1898. By F. C. Schrader. Wash., 1900. 1. 8°. (85) p. Plates and folded map. [3]
 - Reconnaissances in the Cape Nome and Norton Bay regions, Alaska, 1900. By A. H. Brooks, [and others]. Wash., 1901. 1. 8°. (2), 222 p. Plates and folded map. [3]
 - Report on the geology of the Philippine Islands, by G. F. Becker, followed by a version of Ueber tertiäre Fossilien von den Philippinen, 1895, by K. Martin. Wash., 1901. 1. 8°. (2), 139 p. Plates and illus. [3, *Author.*]
 - Statistics of the American iron trade, 1901. By J. M. Swank. Wash., 1902. 8°. (2), 47 p. [3]
 - Statistics of the clay-working industries in the United States, 1899-1901. By Jefferson Middleton. Wash., 1901-02. 8°. [3]
 - The stone industry, 1900-01. Wash., 1901-02. 8°. [3]
 - The stratigraphic succession of the fossil floras of the Pottsville formation in the southern anthracite coal field, Pennsylvania. By David White. Wash., 1900. 1. 8°. (207) p. Plates and map. [3]
 - A study of Bird Mountain, Vermont. By T. N. Dale. Wash., 1900. 1. 8°. (17) p. Plate and map. [3, *Author.*]
 - Table of ores of economic importance showing percentage of metal contained. By E. O. Hovey. Wash., 1902. 8°. (2), 9 p. [3]
 - Timber conditions in the pine region of Minnesota. By H. B. Ayres. Wash., 1900. 1. 8°. (41) p. Folded map. [3]
 - The titaniferous iron ores of the Adirondacks. By J. F. Kemp. Wash., 1899. 1. 8°. (48) p. Plates, diagram and maps. [3, *Author.*]
- Forms also Contributions no. 58 from the Geological Department of Columbia University.
- Topographic and geologic insular surveys. Letter from the Secretary of the Interior transmitting a communication from the director of the Geological Survey. *n.t.p.* [Wash., 1900.] 8°. 10 p. (56th Cong. 1st sess. Sen. doc., no. 115.) [3]

United States. Geological Survey, continued.

- [Topographic atlas sheets of the United States. Wash., 1900-01.] Scale, 1:250,000. 135 sheets. [3]
- The utilization of iron and steel slags. By E. C. Eckel. Wash., 1902. 8°. (2), 17 p. [3]

(*Division of Mining and Mineral Resources.*)

- Mineral products of the United States, calendar years 1891-1900. [Wash., 1900.] Broadside. [3]
- Same. Calendar years 1892-1901. [Wash., 1902.] Broadside. [3]

Gettysburg National Military Park Commission.

- Letter from the Secretary of War transmitting a report of the Commission relative to the acquisition of such lands in the vicinity of Gettysburg not exceeding in area the parcels of land shown on the map prepared by D. E. Sickles. *n.t.p.* [Wash., 1900.] 8°. 7 p. (56th Cong. 1st sess. Sen. doc., no. 172.) [3]

Government Hospital for the Insane.

- Report to the Secretary of the Interior, 1901. Wash., 1901. 8°. Plates. [3]
- Rules and regulations of the board of visitors. Wash., 1900. 12°. 23 p. [3]

Government Printing Office (Library).

- Author and title list of books in the library, July 1, 1901. Wash., 1901. 8°. [3]

Hydrographic Office.

- Annual report of the Hydrographer to the Bureau of Equipment, June 30, 1900. Wash., 1900. 8°. [3]
- Hydrographic bulletin. No. 592-644. Jan. 2-Dec. 31, 1901. [Wash., 1901.] Broadside. [3]
- Notice to mariners. [52 nos.] 1901. Wash., 1901. 8°. [3]

Industrial Commission.

- [Reports.] Vol. 9-19. Wash., 1901-02. 11 v. 8°. Folded maps and sheets. [3]

Contents.

- Vol. 9. Report on transportation, second volume on this subject, including testimony taken since May 1, 1900, review and topical digest of evidence, and special reports on railway legislation and taxation.
- 10. Report on agriculture and agricultural labor, including testimony, with review and topical digest thereof.
- 11. Report on agriculture and on taxation in various states, second volume on this subject, including special reports and summaries relating to fictitious sales of farm products, the tobacco trade, American farm labor, laws regarding agricultural boards, warehouse and elevator laws, adulteration of food products, and taxation system.
- 12. Report on the relations and conditions of capital and labor employed in the mining industry, including testimony, review of evidence and topical digest.
- 13. Report on trusts and industrial combinations, second volume on this subject, including testimony taken since March 1, 1900, with review and digest thereof, and special reports on prices and on the stocks of industrial corporations.
- 14. Report on the relations and conditions of capital and labor employed in manufactures and general business, second volume on this subject, including testimony taken after Nov. 1, 1900, with review and digest thereof, and a special report on domestic service.
- 15. Reports on immigration, including testimony, with review and digest, and special reports, and on education, including testimony, with review and digest.
- 16. Report on the condition of foreign legislation upon matters affecting general labor.
- 17. Reports on labor organizations, labor disputes, and arbitration, and on railway labor.
- 18. Report on industrial combinations in Europe.
- 19. Final report. Miscellaneous.

Interstate Commerce Commission.

- 15th annual report, Jan. 17, 1902. Wash., 1902. 8°. [3]
- 13th annual report on the statistics of railways in the United States, June 30, 1900. Wash., 1901. 8°. Folded map. [3]
- Preliminary report on the income account of railways in the United States for the year ending June 30, 1901. Wash., 1902. 8°. [3]
- See Bacon, E. F.

United States, *continued*.*Judge-Advocate-General (Department of War).*

- Report for the year ending June 30, 1901. Wash., 1901. 8°. [3]

Library of Congress.

- Classification. Class Z, Bibliography and library science. Adopted 1898, as in force Jan. 1, 1902. Wash., 1902. 1. 8°. 68 p. [3]
- A list of books, with references to periodicals, on Samoa and Guam. Compiled under the direction of A. P. C. Griffin. Wash., 1901. 1. 8°. 54 p. [3]
- A list of books, with references to periodicals, relating to trusts. By A. P. C. Griffin. 2d ed., with additions. Wash., 1902. 1. 8°. v, 41 p. [3]
- A list of maps of America in the Library, preceded by a list of works relating to cartography. By P. L. Phillips. Wash., 1901. 1. 8°. 1137 p. [3]
- List of references on reciprocity; books, articles in periodicals, Congressional documents. Compiled under the direction of A. P. C. Griffin. Wash., 1902. 1. 8. 38 p. [3]
- Report of the librarian for the fiscal year ending June 30, 1901, [with Manual, constitution, organization, methods], *etc.* Wash., 1901. 8°. Plates. [3]
- *See* Small, H.

(Copyright Office.)

- Bulletin. No. 1. 5th ed., revised. Wash., 1901. 8°. [3]

Contents.

No. 1. The copyright law of the United States in force July 1901. Prepared by Thorvald Solberg.

- *Same*. No. 2. 4th ed., revised. Wash., 1901. 8°. 40 p. [3]

Contents.

No. 2. Directions for the registration of copyrights under the laws of the United States. Prepared by Thorvald Solberg.

- *Same*. No. 4, part 1. Wash., 1900. 8°. [3]

Contents.

No. 4, part 1. Text of the convention creating the International Copyright Union, Sept. 5, 1887, with additional articles modifying the above text, signed at Paris, May 4, 1898. Reprinted from the official English circulars.

- Information circular. No. 4, 7, 10, 15, 25, 30-31. *n.t.p.* [Wash., 1901.] 1. 8°. [3]

Contents.

No. 4. Date of registration of title.
 7. Photographs.
 10. Assignment of copyright.
 15. Catalogue of copyright entries.
 25. 1900. A-D. Quarterly statement, 1900. 1901. A. Semi-annual statement, June 30.
 30. A. Canada copyright act, 1900. B. Opinions of the Attorney-General as to importation, Jan. 19, 24, 1901.
 31. Customs regulations as to importation of copyright articles, 1900.

Lieutenant-General Commanding the Army.

- Handbook for the use of electricians in the operation and care of electrical machinery and apparatus of the U. S. seacoast defenses. Wash., 1902. 8°. 161 p. Plates and illus. [3]
- Report, 1900. Wash., 1900. 1 v. in 7. 8°. Plates and folded maps. [3]

Life-Saving Service.

- Amending regulations for the government of the Life-Saving Service. Approved May 22, 1900. Wash., 1900. 8°. 14 p. [3]
- Annual report, June 30, 1901. Wash., 1902. 8°. [3]
- *See, back, Civil Service Commission.*

Light-House Board.

- Annual report, June 30, 1901. Wash., 1901. 8°. Folded maps. [3]
- Bulletin. No. 123-134. Recent changes in aids to navigation, Sept. 1, 1901—Aug. 1, 1902. *n.t.p.* [Wash., 1901-02.] 1. 8°, 8°. [3]
- Circular. No. 1-3. March 9—June 5, 1901. *n.t.p.* [Wash., 1901.] 4°. [3]

United States. *Light-House Board, continued.*

- *Same.* No. 1-3. Feb. 8—June 7, 1902. *n.t.p.* [Wash., 1902.] 4°. [3]
- Laws relative to the light-house establishment, 1899-1900. *h.t.p.* [Wash., 1900.] 8°. 36 p. [3]
- List of beacons, buoys and day marks in the 2d light-house district. From Hampton Harbor, N. H., to Elisha Ledge, R. I., including Nantucket and Vineyard Sounds, Buzzards Bay, and tributaries. Corrected to June 1, 1902. Wash., 1902. 1. 8°. 124, vi p. [3]
- *Same.* 3d light-house district. From Elisha Ledge to the Shrewsbury Rocks, N. J., and includes Lake Champlain and Lake Memphremagog. Corrected to July 1, 1902. Wash., 1902. 1. 8°. 154, vii p. [3]
- *Same.* 4th light-house district. From Shrewsbury River, N. J., to include Metomkin Inlet, Va. Corrected to Aug. 1, 1902. Wash., 1902. 1. 8°. 53, iii p. [3]
- *Same.* 5th light house district. From Metomkin Inlet, Va., to New River Inlet, N. C., etc. Corrected to Sept. 1, 1902. Wash., 1902. 1. 8°. 149, viii p. [3]
- *Same.* 6th light-house district. From New River Inlet, N. C., southward along the coast to Jupiter Inlet, Fla. Corrected to Oct. 1, 1901. Wash., 1901. 1. 8°. 55, iv p. [3]
- *Same.* 7th light-house district. From Jupiter Inlet to Perdido River. Corrected to Nov. 1, 1901. Wash., 1901. 1. 8°. 71, iii p. [3]
- *Same.* 8th light-house district. From Perdido entrance, Fla., to the Rio Grande, Texas. Corrected to Dec. 1, 1901. Wash., 1901. 1. 8°. 42, ii p. [3]
- *Same.* [9th-11th districts.] On the northern lakes and rivers. Corrected to the opening of navigation, 1902. Wash., 1902. 1. 8°. 145, v p. [3]
- *Same.* On the Pacific coast of the United States. Corrected to Jan. 1, 1902. Wash., 1901. 1. 8°. 95, iv p. [3]
- List of lights and fog signals on the Atlantic and Gulf coasts of the United States. Corrected to June 30, 1902. Wash., 1902. 1. 8°. 229, vii p. Plates and folded map. [3]
- *Same.* On the Pacific coast of the United States, and of the Dominion of Canada on the coast of British Columbia. Corrected to Feb. 1, 1902. Wash., 1902. 1. 8°. iii, 59 p. Plates and folded map. [3]
- Notice to mariners. No. 1-199. Jan. 5—Dec. 26, 1901. [Wash., 1901.] Broad-sides. [3]
- Proposal and contract for buoys and appendages and mooring chain, for fiscal year ending June 30, 1902, 3d light-house district. July 1901. Wash., 1901. 4°. 38 p. [3]
- Specifications for a keeper's dwelling, storehouse, oil house, engine house, wharf, railway, etc., for the new depot for the 6th light-house district at Castle Pinckney, Charleston Harbor, S. C. 1900. *h.t.p.* [Wash., 1900.] 4°. 40 p. [3]

Major-General Commanding the Army.

- Cœur d'Alene mining troubles. Letter from the Secretary of War transmitting advance sheets from the annual report of the Major-General Commanding the Army, 1899, part 1, pages 28-74 inclusive, the same being report of H. C. Merriam "on miners' riots in the state of Idaho." *n.t.p.* [Wash., 1900.] 8°. (50) p. (56th Cong. 1st sess. Sen. doc., no. 142.) [3]

Marine Corps.

- Annual report of the Brigadier-General, Commandant of the Marine Corps, to the Secretary of the Navy, 1901. Wash., 1901. 8°. [3]

Marine-Hospital Service.

- Annual report of the Supervising Surgeon-General, 1899. Wash., 1901. 8°. [3]
- Bulletin no. 3 of the Hygienic Laboratory. [New ed.] Wash., 1902. 8°. [3]

Contents.

No. 3. **Geddings, H. D.** Sulphur dioxide as a germicidal agent.

United States. Marine-Hospital Service, continued.

— *Same.* No. 6. Sept. 1901. Wash., 1901. 8°. [3]

Contents.

No. 6. **Rosenau, M. J.** Disinfection against mosquitoes with formaldehyd and sulphur dioxide.

- Plan of organization for suppression of smallpox in communities not provided with an organized board of health. By C. P. Wertenbaker. *h.t.p.* [Wash., 1899.] 8°. 16 p. [3]
- Public health reports, [1901]. Vol. 16. [52 nos.] Wash., 1902. 1 v. in 2. 8°. [3]
- Yellow Fever Institute. Bulletins nos. 1-7. Bulletin on organization and progress of the Institute, and bulletins from Section A, history and statistics; Section C, transmission; Section D, quarantine management and treatment. March 1902. Wash., 1902. 8°. (42) p. [3]
- *Same.* No. 8-9. Wash., 1902. 8°. [3]

Contents.

No. 8. Yellow fever in France, Italy, Great Britain and Austria, and bibliography of yellow fever in Europe.

9. **Carter, H. K.** Are vessels infected with yellow fever? Some personal observations.

Military Academy at West Point (Association of the Graduates).

- 28th-32d annual reunion, June 1897-1901. Saginaw, Mich., 1897-1901. 8°. Portraits. [1]
- Official register of the officers and cadets, June 1902. *n.p.*, [1902]. 8°. [3]
- *See* Cullum, G. W.; — Farley, J. P.; — Hancock, H. I.

Mine Inspector for Indian Territory.

- Annual report to the Secretary of the Interior, June 30, 1901. Wash., 1901. 8°. [3]

Mint.

- *See* Evans, G. G.

Mississippi River Commission.

- Stages of the Mississippi River and of its principal tributaries for 1899. St. Louis, 1900. 8°. xlv, 68 p. [3]

National Museum.

- Bulletin. No. 39, part N. 2d ed., revised, with abstracts in German, French and Spanish. Wash., 1901. 8°. 25 p. Illus. [3]

Contents.

No. 39, part N. **Miller, G. S., Jr.** Directions for preparing study specimens of small mammals.

- *Same.* No. 39, part P. Wash., 1902. 8°. 31 p. Illus. [3]

Contents.

No. 39, part P. **Mason, O. T.** Directions for collectors of American basketry.

- *Same.* No. 50, [part 1]; 51. Wash., 1901-02. 8°. Plates. [3]

Contents.

No. 50, [part 1]. **Ridgway, R.** The birds of North and Middle America: a descriptive catalogue. Part 1. Family fringillidae, the finches.

51. **Geare, R. I.** A list of publications of the Museum, 1875-1900, with index to titles.

- The crocodilians, lizards and snakes of North America. By E. D. Cope. Wash., 1900. 8°. (1120) p. Plates and illus. [3]
- Proceedings. Vol. 23. Wash., 1901. 8°. [3]
- Report, June 30, 1900. *See* Smithsonian Institution.
- Report upon the condition and progress of the Museum during the year ending June 30, 1898-99. Wash., 1900-01. 2 v. 8°. [3]

By C. D. Walcott, 1898; by Richard Rathbun, 1899.

Nautical Almanac Office.

- Publications of the Office. Price list. *n.t.p.* [Wash., 1900?] 8°. 3 p. [3]

United States, continued.*Naval Academy at Annapolis.*

- See Dugan, M. C.; — also, back, *Bureau of Navigation.*

Naval Home, Philadelphia.

- Regulations, 1900. Wash., 1900. 8°. 25 p. [3]

Naval Observatory.

- Publications. 2d series. Vol. 2. Wash., 1902. 4°. (57th Cong. 1st sess. House doc., no. 430.) [3]

Contents.

Vol. 2. Skinner, A. N., and others. Zone observations with the nine-inch transit circle, 1894-1901.

- Report of the superintendent for the fiscal year ending June 30, 1901. Wash., 1901. 8°. [3]

Naval War College, Newport, R. I.

- Insurgency. Lectures delivered at the College, Aug. 1900, by G. G. Wilson. Wash., 1900. 8°. 17 p. [3]
- International law situations, with solutions. 1900. Wash., 1900. 8°. 16 p. [3]

Northern and Northwestern Lake Survey.

- Northern and northwestern lakes. Bulletin. No. 9-10. [Wash., 1900?] 4°. [3]
- Same. Bulletin. No. 12 B, C. [Wash.], 1902. 4°. [3]
- Regulations for issuing lake survey charts, [with catalogue]. *n.t.p.* [Wash., 1900.] 4°. (3) p. [3]
- Regulations for the sale of lake survey charts, [with catalogue]. *n.t.p.* [Wash., 1901?] 4°. (4) p. [3]

Office of Indian Affairs.

- Agreement with the Crow Indians of Montana. Letter of the Secretary of the Interior transmitting copy of a communication from the Commissioner relative to the agreement. *n.t.p.* [Wash., 1900.] 8°. 53 p. (56th Cong. 1st sess. Sen. doc., no. 104. Folded map.) [3]
- Annual report of the Commissioner of Indian Affairs to the Secretary of the Interior, June 30, 1901. Wash., 1901. 8°. [3]

Without accompanying reports.

- Cession of the Pipestone Reservation in Minnesota. Letter from the Secretary of the Interior transmitting a copy of a communication from the Commissioner of Indian Affairs and the draft of a bill relating to cession of the Reservation. *n.t.p.* [Wash., 1900.] 8°. 40 p. Folded chart. (56th Cong. 1st sess. House doc., no. 535.) [3]
- Claims of Nez Perce Indians. Letter from the Secretary of the Interior transmitting a communication from the Commissioner relating to the examination of claims of certain Nez Perce Indians. *n.t.p.* [Wash., 1900.] 8°. 120 p. (56th Cong. 1st sess. House doc., no. 552.) [3]
- Lease for prospecting for coal, etc., Wind River Indian Reservation. Letter from the Secretary of the Interior transmitting a report of the Commissioner, with a copy of a lease for prospecting for coal, etc. *n.t.p.* [Wash., 1900.] 8°. 11 p. (56th Cong. 1st sess. Sen. doc., no. 247.) [3]
- Letter from the Secretary of the Interior transmitting communication of the Commissioner, inclosing report of Agent C. T. Stranahan of the Nez Perce agency, with the testimony taken by him in support of the claims of the Nez Perce Indians for services rendered by them during the war with Joseph's band of Nez Percés in 1877. *n.t.p.* [Wash., 1900.] 8°. 120 p. (56th Cong. 1st sess. Sen. doc., no. 257.) [3]

United States. Office of Indian Affairs, continued.

- Leasing of grazing lands in the Ponca, Otoe, and Missouri Indian Reservations, Okla. Letter from the Secretary of the Interior transmitting copies of documents, correspondence, reports, and papers since the commencement of the year 1897. *n.t.p.* [Wash., 1900.] 8°. 191 p. Folded plans. (56th Cong. 1st sess. Sen. doc., no. 217.) [3]
- Regulations, Feb. 14, 1901, governing the procurement of timber and stone, for domestic and industrial purposes, in the Indian Territory, as provided in the act of June 6, 1900. *h.t.p.* [Wash., 1900.] 8°. 15 p. [3]
- Report [for the fiscal year ended June 30, 1900]. Wash., 1900. 1 v. in 2. 8°. [3]

The title begins "Annual reports of the Department of the Interior," *etc.*

- Rules for the Indian school service, 1900. Wash., 1900. 8°. 41 p. [3]

Office of Internal Revenue.

- Annual report of the Commissioner of Internal Revenue, June 30, 1900. Wash., 1900. 8°. [3]
- Circular. No. 408-412, 414 revised, 415-419, 421-423, 425-426, 430-434, 437-438, 457-458, 477, 479, 484-487, 499, 516, 523, 534, 539, 544, 582-590. *n.t.p.* [Wash., 1893-99.] 4°. [3]

Circulars nos. 431, 433, 434 form also Treasury Department circulars nos. 184, 192, 199, 1894; no. 457 forms also no. 70, 1898; nos. 477, 479, 484-486 form also nos. 106, 115, 160, 168, 171, 1897; no. 499 forms also no. 126, 1898; no. 544 forms also no. 109, 1899; no. 585 forms also Treasury Department circular no. 154, 1900.

- Compilation of decisions rendered by the Commissioner of Internal Revenue, Jan. 1—Dec. 31, 1901. Reprinted from weekly editions of "Treasury decisions." Vol. 4. Wash., 1902. 8°. III, 249 p. [3]
- List of distillery warehouses in the United States in which spirits were held on deposit in the fiscal year ended June 30, 1900, with appendix. Wash., 1900. 8°. 44 p. (Doc., no. 2156, revised.) [3]
- Preliminary report of the Commissioner of Internal Revenue on the collection of internal revenue and the condition of the service. July 24, 1901. Wash., 1901. 8°. 9 p. [3]
- Regulations and instructions concerning the tax on legacies and distributive shares under the act of June 13, 1898. May 23, 1900. Wash., 1900. 8°. 57 p. (Series 7, no. 3, revised. Supplement no. 1.) [3]
- Regulations and instructions relating to the transportation and exportation of distilled spirits in bond without payment of tax, under the internal-revenue laws. Nov. 9, 1900. Wash., 1900. 8°. (3) p. (No. 4, revised. Supplement no. 2.) [3]
- Regulations concerning the redemption of or allowance for internal-revenue stamps under the provisions of an act approved May 12, 1900. Wash., 1900. 8°. 7 p. (Series 7, no. 27.) [3]
- *Same.* Wash., 1900. 8°. 3 p. (Series 7, no. 27. Supplement no. 1.) [3]
- Regulations for the observance of revenue officers, district attorneys and marshals, *etc.* Wash., 1900. 8°. 55 p. (Series 7, no. 12, revised Jan. 31, 1900.) [3]
- Regulations, supplemental to series 7, no. 8, revised, respecting contents, and marking and labeling of statutory packages of tobacco, snuff, cigars and cigarettes under the Revised statutes of the United States, and as amended by subsequent acts. July 1900. Wash., 1900. 8°. 4 p. (Series 7, no. 8, revised. Supplement no. 1.) [3]

Office of Naval Intelligence.

- General information series. No. 20. Information from abroad. Wash., 1901. 8°. 456 p. Plates, folded maps and diagrams. [3]

Contents.

No. 20. Notes on naval progress. July 1901.

United States, continued.*Office of Naval War Records.*

- Naval war records. Office memoranda. No. 9. Wash., 1902. 8°. [3]

Contents.

No. 9. Index of Official records of the Union and Confederate navies in the war of the rebellion, series 1, v. 1-12

- Report of the superintendent, 1900. Wash., 1900. 8°. [3]

Office of the Chief of Engineers.

- Annual report upon the improvement of rivers and harbors in eastern Massachusetts, south of and including Lynn Harbor, in charge of C. R. Suter and W. S. Stanton, being appendix C of the Annual report of the Chief of Engineers, 1901. Wash., 1901. 8°. (48) p. [3]
- Annual reports upon the survey of the northern and northwestern lakes and reconnaissances and explorations, etc., in military divisions and departments, being appendices III and KKK of the Annual report, 1900. Wash., 1900. 8°. (146) p. Plates and folded diagrams. [3]
- Headquarters, corps of engineers, United States army, Washington, April 2, 1900. Statement showing rank, duties and addresses of the officers. *h.t.p.* [Wash., 1900.] 1. 8°. 22 p. [3]
- *Same.* July 2, 1900. *h.t.p.* [Wash., 1900.] 1. 8°. 22 p. [3]
- *Same.* Oct. 1, 1900. *h.t.p.* [Wash., 1900.] 1. 8°. 22 p. [3]
- Preliminary examination of Chicago River, Ill. Letter from the Secretary of War transmitting report. *n.t.p.* [Wash., 1899.] 8°. 10 p. Plates. (56th Cong. 1st sess. House doc., no. 95.) [3]
- *Same.* Atlas containing maps of the Chicago River and its branches, showing result of improvement by the United States government under direction of Major W. L. Marshall, Corps of Engineers, 1896-99. [Wash., 1899.] f°. (56th Cong. 1st sess. House doc., no. 95, part 2.) [3]
- Professional papers. No. 27. Wash., 1900. 8°. Folded diagrams. [3]

Contents.

No. 27. Report of board of engineers on specifications for electric light and power installations of seacoast batteries.

- *Same.* Supplement to no. 27. Wash., 1902. 8°. 23 p. Folded diagrams. [3]
- Rates for government transportation over bridges built under acts of Congress. Wash., 1901. 8°. 21 p. [3]
- Report of board of engineers on steel Portland cement as used in United States lock at Plaquemine, La. Wash., 1900. 8°. 111 p. [3]

Office of the Chief of Ordnance.

- Handbook of material for 5-inch siege rifle battery. Wash., 1900. 8°. 63 p. Folded diagrams. [3]
- History of preliminaries to and the adoption of the disappearing gun carriage for seacoast fortifications. Wash., 1901. 8°. (32) p. [3]
- Instructions to bidders and specifications governing the manufacture and inspection of steel forgings for cannon. May 31, 1900. Wash., 1900. 12°. 32 p. [3]
- Notes on the construction of ordnance. No. 81-83. *n.t.p.* [Wash., 1901-02.] 4°. [3]
- Report of the Chief of Ordnance, [June 30, 1900]. Wash., 1900. 8°. [3]

The title begins "Annual reports of the War Department," etc.

- Report of the tests of metals and other materials for industrial purposes, made with the United States testing machine at Watertown Arsenal, Mass., during the fiscal year ended June 30, 1900. Wash., 1901. 8°. Folded diagrams. [3]

United States, continued.*Office of U. S. Indian Inspector for the Indian Territory.*

- Annual report, with the reports of the Indian agent in charge of the Union agency, the Superintendent and Supervisors of Schools, and Revenue Inspectors in that territory, to the Secretary of the Interior, June 30, 1900-01. Wash., 1900-01. 8°. Portraits, plates and folded maps. [3]

Ordinance of 1787.

- See Society of the Colonial Dames of America. *Ohio Society.*

Patent Office.

- Annual report of the Commissioner of Patents, 1901. Wash., 1902. 1. 8°. [3]
- Annual report of the Commissioner of Patents to the Secretary of the Interior for the fiscal year ended June 30, 1901. Wash., 1901. 8°. [3]
- Official gazette. Vol. 94. Jan.-March 1901. Wash., 1901. 1. 8°. Illus. [3]
- *Same.* Supplement to v. 93, containing the classifications of subjects of invention, revised and published between July 1 and Dec. 31, 1900. [Wash.], 1900. 1. 8°. 2535-2562 p. [3]
- Report of the Commissioner of Patents to Congress for the year ending Dec. 31, 1900. Wash., 1901. 8°. [3]
- Rules and regulations in regard to attorneys practicing before the Patent Office. Extracts from the rules of practice. *n.t.p.* [Wash., 1900.] 8°. 3 p. [3]
- Specifications and drawings of patents issued July 1899-Dec. 1901. Wash., 1899-1901. 34 v. in 58. 1. 8°. Plates. [3]
- Supplementary list of attorneys registered in the Patent Office since Jan. 1, 1901. *n.t.p.* [Wash., 1901.] 8°. 9 p. [3]

Paymaster-General's Office.

- Annual report of the Paymaster-General, United States army, 1901. *h.t.p.* [Wash., 1901.] 8°. [3]
- Circular. No. 250-267. Jan. 9, 1901-Aug. 5, 1902. *n.t.p.* [Wash., 1901-02.] 12°. [3]
- Distance circular. No. 1. June 9, 1902. *n.t.p.* [Wash., 1902.] 8°. [3]
- Monthly station list of the officers of the Pay Department, Oct. 1, 1901-Sept. 1, 1902. *n.t.p.* [Wash., 1901-02.] 8°. [3]

Pension Office.

- Annual report of the Commissioner of Pensions to the Secretary of the Interior, June 30, 1901. Wash., 1901. 8°. Plates. [3]
- Pensions to commissioned officers, etc., United States army, etc. Statement showing special acts of Congress passed since March 4, 1861, granting pensions. *n.t.p.* [Wash., 1900.] 8°. 28 p. (56th Cong. 1st sess. Sen. doc., no. 108.) [3]
- Schedule of pensioning for the several wars. Letter from the Commissioner of Pensions transmitting a schedule, etc. *n.t.p.* [Wash., 1900.] 8°. 5 p. (56th Cong. 1st sess. Sen. doc., no. 107.) [3]
- Supplemental instructions to examining surgeons. *h.t.p.* [Wash., 1900.] 8°. (3) p. [3]
- See, back, Congress.

Philippine Commission.

- An act providing a code of procedure in civil actions and special proceedings in the Philippine Islands. [No. 190.] Manila, [1901]. 8°. (2), iv, 283, lxxiii p. [3]
- Public laws and resolutions passed by the Commission during the quarter ending Aug. 31, Nov. 30, 1901. [In Spanish and English.] Manila, [1901]. 8°. [3]
- Recent information concerning liquor traffic and moral conditions in the Philippines. Wash., 1901. 8°. 7 p. [3]

United States, continued.*President.*

- The Big Horn Forest Reserve, [Wyoming]. 3d proclamation, [May 22, 1902]. *n.t.p.* [Wash., 1902.] f°. 2 p. [3]
- The Dismal River Forest Reserve, [Nebraska]. Proclamation, [April 16, 1902]. *n.t.p.* [Wash., 1902.] f°. 2 p. [3]
- Louisiana Purchase Exposition. A proclamation, [Aug. 20, 1901]. *n.t.p.* [Wash., 1901.] f°. (1) p. [3]
- Louisiana Purchase Exposition, postponement. A proclamation, [July 1, 1902. Wash., 1902.] f°. (1) p. [3]
- The Medicine Bow Forest Reserve. A proclamation, [May 22, 1902]. *n.t.p.* [Wash., 1902.] f°. (2) p. [3]
- Message to the two houses of Congress, 2d session, 56th Congress. Wash., 1900. 1. 8°. (2), 45 p. [3]
- The Niobrara Forest Reserve, [Nebraska]. Proclamation, [April 16, 1902]. *n.t.p.* [Wash., 1902.] f°. 2 p. [3]
- Opening part of the Fort Hall Indian Reservation. Proclamation, [May 7, 1902]. *n.t.p.* [Wash., 1902.] f°. 3 p. [3]
- The Payson Forest Reserve. A proclamation, [Aug. 3, 1901. Wash., 1901.] f°. (2) p. [3]
- Porto Rico, reservation for naval purposes. Proclamation, [March 29, 1899. Wash., 1899.] f° sheet. [3]
- Reciprocity with Italy. A proclamation, [July 18, 1901]. *n.t.p.* [Wash., 1901.] f°. 3 p. [3]
- San Bernardino Meridian Reservation, claims of Kühner and others. A proclamation, [May 29, 1902. Wash., 1902.] f°. (1) p. [3]
- The San Francisco Mountains Forest Reserve. 2d proclamation, [April 12, 1902]. *n.t.p.* [Wash., 1902.] f°. 3 p. [3]
- The San Isabel Forest Reserve. Proclamation, [April 11, 1902]. *n.t.p.* [Wash., 1902.] f°. 2 p. [3]
- The Santa Catalina Forest Reserve. A proclamation, [July 2, 1902]. *n.t.p.* [Wash., 1902.] f°. (2) p. [1]
- The Santa Rita Forest Reserve. Proclamation, [April 11, 1902]. *n.t.p.* [Wash., 1902.] f°. 3 p. [3]
- Thanksgiving. A proclamation [designating the 28th Nov. 1901 as a day of general thanksgiving. Wash., 1901.] f° sheet. [3]
- The White River Forest Reserve, formerly White River Plateau Timber Land Reserve. 2d proclamation, [June 28, 1902]. *n.t.p.* [Wash., 1902.] f°. 4 p. [3]
- The Yellowstone Forest Reserve, formerly Yellowstone Park Timber Land Reserve, 3d proclamation; the Teton Forest Reserve, 2d proclamation, [May 22, 1902]. *n.t.p.* [Wash., 1902.] f°. 5 p. [3]
- — 4th proclamation, [June 13, 1902. Wash., 1902.] f°. (1) p. [3]
- See Coe, J.; — Our presidential candidates, etc.; — Pendel, T. F.; — also, back, Congress.

Quartermaster-General's Office.

- Annual report of the Quartermaster-General to the Secretary of War, June 30, 1901. Wash., 1901. 8°. [3]
- Specifications for improved army ambulances, 1900 pattern, adopted Aug. 18, 1899. *n.t.p.* [Wash., 1900?] 8°. 18 p. Plates. [3]
- Transport ships and other vessels purchased by War Department since March 4, 1897, etc. Letter from the Secretary of War transmitting a letter from the Quartermaster-General, and accompanying statements. *n.t.p.* [Wash., 1900.] 8°. 10 p. (56th Cong. 1st sess. Sen. doc., no. 250.) [3]

Railway Mail Service.

- Maine scheme changes. No. 26-37. Oct. 14, 1901—Sept. 20, 1902. [Wash., 1901-02.] obl. 12°. [3]
- See, back, Department of the Post Office.

United States, continued.*Record and Pension Office.*

- Report of the Chief of the Office to the Secretary of War, 1901. Wash., 1901. 8°. [3]

Revenue-Cutter Service.

- Register of the officers and vessels of the Revenue Cutter Service. July 1, 1900. Wash., 1900. 8°. 57 p. [3]
- Revised rules and regulations governing the course of instruction on the practice ship "Chase." Wash., 1900. 8°. 24 p. [3]
- Specifications for hulls of steel propellers for Revenue-Cutter Service, 1901. Nos. 9 and 10. Wash., 1901. 12°. 65 p. [3]
- Specifications for triple-expansion single-screw propelling engines, and auxiliary machinery and boilers, for U. S. revenue cutters Nos. 9 and 10. Wash., 1901. 12°. (2), VIII, 65 p. [3]
- Uniform for noncommissioned officers and enlisted men, amended July 1, 1900. *n.t.p.* [Wash., 1900.] 8°. 7 p. [3]

Signal Office.

- Instructions for the use of telephones furnished by the Signal Corps, U. S. army. Prepared by Samuel Reber. Wash., 1901. 12°. 34 p. Plates. [3]
- Report on military telegraph lines in Porto Rico. By A. W. Greely. Wash., 1900. 8°. 100 p. Folded map. (56th Cong. 1st sess. Sen. doc., no. 429.) [3]
- Roster and stations of the officers of the Signal Corps, United States army, and the signal officers, U. S. volunteers. July 31, 1900. Wash., 1900. 12°. 3 p. [3]
- *Same.* Oct. 15, 1900. *n.p.*, [1900]. 8°. 6 p. [3]

Superintendent of Documents.

- 7th annual report, June 30, 1901. Wash., 1901. 8°. [3]
- Catalogue of United States public documents, [June 1901—May 1902. No. 78-89.] Wash., 1901-02. 8°. [1]
- Schedule of volumes of the documents and reports of the 56th Congress, 2d session. Wash., 1902. 8°. 10 p. [3]
- Tables of and annotated index to the Congressional series of United States public documents. [Part 2. 15th-52d Congress.] Wash., 1902. 4°. 769 p. [3]

Superintendent of Foreign Mails.

- Report for the fiscal year ended June 30, 1900-01. Wash., 1900-01. 8°. [3]

Superintendent of Indian Schools.

- Report, 1901. Wash., 1901. 8°. [3]

Superintendent of the Hot Springs Reservation.

- Report to the Secretary of the Interior, 1901. Wash., 1901. 8°. Plates and folded plan. [3]

Superintendent of the Sequoia and General Grant National Parks.

- Report of the Acting Superintendent to the Secretary of the Interior, 1901. Wash., 1901. 8°. Plates. [3]

Superintendent of the Yellowstone National Park.

- Instructions to persons traveling through Yellowstone National Park. *n.t.p.* [1897.] 24°. (4) p. [3]
- Report of the Acting Superintendent to the Secretary of the Interior, 1901. Wash., 1901. 8°. Plates and folded map. [3]

Superintendent of the Yosemite National Park.

- Report of the Acting Superintendent to the Secretary of the Interior, 1901. Wash., 1901. 8°. Folded map. [3]

United States, continued.*Supervising Architect.*

- Annual report, June 30, 1900-01. Wash., 1900-01. 8°. Plates. [3]

Supreme Court.

- Cases argued and decided, Oct. term, 1900. 179-182 U. S. Book 45. Lawyers' ed. By the Publishers' editorial staff. Rochester, 1901. 8°. [1]
- United States reports. Vol. 181-184. Cases in the Supreme Court, Oct. term, 1900-01. J. C. B. Davis, reporter. N. Y., 1901-02. 4 v. 8°. [1]
- See Rose, W. M., and Sutherland, W. A. Notes on the United States reports, book 13; — Russell, W. H., and Winslow, W. B. Syllabus digest of all the decisions of the Supreme Court from 1 Dallas to 175 United States, v. 2-3.

Surgeon-General's Office.

- Circular. No. 1-4. March 9—Nov. 14, 1900. *n.t.p.* [Wash., 1900.] 12°. [3]
- Circular of information for candidates seeking appointment in the medical corps of the United States army. *n.t.p.* [Wash., 1901.] 12°. 12 p. [3]
- Emergency diet for the sick in the military service. Prepared for use in the company of instruction, hospital corps, Washington barracks, D. C. By E. L. Munson. Wash., 1900. 24°. 50 p. [3]
- Index-catalogue of the library of the office. Authors and subjects. 2d series. Vol. 6. G—Hernette. Wash., 1901. 1. 8°. [3]
- Report of the Surgeon-General of the Army to the Secretary of War for the fiscal year ending June 30, 1901. Wash., 1901. 8°. Plates. [3]
- The use of the Röntgen ray by the medical department of the United States army in the war with Spain. 1898. Prepared by W. C. Borden. Wash., 1900. 4°. 98 p. Plates. [3]

Treaties and Conventions.

- See Butler, C. H.

(Argentine Republic: Extradition of criminals.)

- Convention between the United States and the Argentine Republic. Signed at Buenos Aires, Sept. 26, 1896. Proclaimed June 5, 1900. [*In Spanish and English.*] *n.t.p.* [Wash., 1900.] 8°. 8 p. [3]

(Chile: Claims.)

- Convention between the United States and Chile to revive the convention of Aug. 7, 1892, to adjust amicably the claims of citizens of either country against the other. Signed at Washington, May 24, 1897. Proclaimed March 12, 1900. [*In Spanish and English.*] *n.t.p.* [Wash., 1900.] 8°. 3 p. [3]

(China: Trade regulations.)

- Supplementary convention between the United States and China. Regulations of trade, forming a part of and carrying into effect the treaty of peace, amity and commerce signed at Tientsin, June 18, 1858. Signed at Shanghai, Nov. 8, 1858. Ratifications exchanged at Pehatang, Aug. 15, 1859. *n.t.p.* [Wash., 1858, reprinted 1900?] 8°. 14 p. [3]

(Germany: Commerce.)

- Commercial agreement between the United States and Germany. [Concluded at Washington], July 10, 1900. *n.t.p.* [Wash., 1900.] 8°. 4 p. [3]

(Germany: Consuls and trade-marks.)

- Convention between the United States and the German Empire relating to the rights, privileges, immunities, and duties of consuls and to the protection of trade-marks. Signed at Berlin, Dec. 11, 1871. Proclaimed June 1, 1872. [*In German and English.*] *n.t.p.* [Wash., 1872.] 8°. 18 p. [3]

United States. *Treaties and Conventions, continued.**(Great Britain: Real and personal property.)*

- Convention between the United States and the United Kingdom of Great Britain and Ireland relating to the tenure and disposition of real and personal property. Signed at Washington, March 2, 1899. Proclaimed Aug. 6, 1900. [With notice of accession of various colonies.] *n.t.p.* [Wash., 1901.] 8°. 8 p. [3]

(Guatemala: Claim of Robert H. May.)

- Protocol of an agreement between the Secretary of State of the United States and the Envoy Extraordinary and Minister Plenipotentiary of Guatemala, submitting to arbitration the claim of R. H. May against Guatemala and the claim of Guatemala against said May. Signed at Washington, Feb. 23, 1900. [*In Spanish and English.*] *n.t.p.* [Wash., 1900.] 8°. 4 p. [3]
- *Same.* Supplemental protocol. Signed at Washington, May 10, 1900. [*In Spanish and English.*] *n.t.p.* [Wash., 1900.] 8°. 4 p. [3]

(New Zealand: Parcels-post.)

- Parcels-post convention between the United States and New Zealand. [Signed at Washington, April 18, 1900.] *h.t.p.* [Wash., 1900.] 8°. 9 p. [3]

(Nicaragua: Claims of Orr and others.)

- Protocol of an agreement between the United States and Nicaragua for the arbitration of the claims of Orr and Laubenheimer and the Post-Glover Electric Company. Signed at Washington, March 22, 1900. [*In Spanish and English.*] *n.t.p.* [Wash., 1900.] 8°. 4 p. [3]

(Nicaragua: Parcels-post.)

- Parcels-post convention between the United States and Nicaragua. [Signed at Washington, March 27, 1900. *In Spanish and English.*] *h.t.p.* [Wash., 1900.] 8°. 13 p. [3]

(Prussia: Commerce and navigation.)

- Convention between the United States and Prussia. Concluded May 1, 1828. Proclaimed March 14, 1829. [*In French and English.*] *n.t.p.* [Wash., 1829, reprinted 1900.] 8°. 14 p. [3]

(Samoa: Adjustment of jurisdiction.)

- Convention between the United States, Germany and Great Britain to adjust amicably the questions between the three governments in respect to the Samoan group of islands. Signed Dec. 2, 1889. Proclaimed Feb. 16, 1900. [*In German and English.*] *n.t.p.* [Wash., 1900.] 8°. 4 p. [3]

(Samoa: Claims.)

- Convention between the United States, Germany and Great Britain relating to the settlement of certain claims in Samoa by arbitration. Signed at Washington, Nov. 7, 1889. Proclaimed March 8, 1900. [*In German and English.*] *n.t.p.* [Wash., 1900.] 8°. 4 p. [3]

(Spain: Registration of Spanish subjects, Philippine Islands.)

- Protocol of agreement extending, as to the Philippine Islands, for six months from April 11, 1900, the period during which Spanish subjects, natives of the peninsula, may declare their intention to retain their Spanish nationality. Signed at Washington, March 29, 1900. Proclaimed April 28, 1900. [*In Spanish and English.*] *n.t.p.* [Wash., 1900.] 8°. 3 p. [3]

(Sulu Islands.)

- Treaty with the Sultan of Sulu. Message from the President transmitting copy of the report of all accompanying papers of J. C. Bates in relation to the negotiation of a treaty or agreement, 20th of Aug. 1899. *n.t.p.* [Wash., 1900.] 8°. 111 p. Folded sheets. (56th Cong. 1st sess. Sen. doc., no. 136.) [3]

United States, continued.*Washington Hospital for Foundlings.*

- Report of the president to the Secretary of the Interior, 1901. Wash., 1901. 8°. Plate. [3]

Weather Bureau.

- Bulletin. No. 31-32. Wash., 1902. 8°. Plates and maps. [3]

Contents.

No. 31. Proceedings, 3d Convention of Weather Bureau Officials, Milwaukee, Aug. 27-29, 1901. Ed. by James Berry and W. F. R. Phillips.

32. Alexander, W. H. Hurricanes: especially those of Porto Rico and St. Kitts.

- Climate and crop bulletin. No. 1-32. Jan.-Dec. 1901. [Wash., 1901.] Broad-sides. [3]

Nos. 1-3, 30-32 are monthly; nos. 4-29, weekly.

- Eclipse meteorology and allied problems. Prepared by F. H. Bigelow. Wash., 1902. 4°. 166 p. Maps, plates and diagrams. [3]
- Meteorological chart of the Great Lakes. No. 1-2, 1901. Wash., 1901-02. 4°. [3]
- Same. No. 1, 1902. Wash., 1901. 4°. [3]
- Monthly weather review and annual summary. Vol. 29, 1901. Wash., 1902. 4°. [3]
- Report of the Chief of the Weather Bureau, 1899-1900. [Administrative report, with meteorological tables and other papers.] Wash., 1901. 4°. [3]
- The solar constant. By F. W. Very. Wash., 1901. 8°. 29 p. [3, Author.]
- Weather map [and] forecast for New England, Oct. 1, 1901—Sept. 30, 1902. [Boston, 1901-02.] f° and postal cards. [3]

Agriculture.

- See Newcomb, H. T.; — Tibbits, G.

Bibliography.

- See Larned, J. N.

Biography.

- See Eggleston, G. C.; — Hale, W. T.; — Hamm, M. A.; — Herringshaw, T. W., and others, compilers; — Livingston, J.; — National cyclopædia; — Parton, J., and others.

Commerce.

- See Bates, C. A.

Description.

- See Country Life in America; — Eddy, A. J.; — Lederer, J.; — Lowell, G., ed.; — Things as they are.

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- See Campbell, T. J.; — Compayré, (J.) G.; — Mowry, W. A.; — Reid, W.

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- See Butler, B. F., and Endicott, William, Jr.; — Cowdin, E. C.; — Hodges, E. M.

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- See Barber, E. A.; — King, P.

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- See Browning, C. H.

Government and Politics.

- See Abbott, L.; — Ashley, R. L.; — Beecher, W. J.; — Brewer, D. J.; — Bryan, W. J.; — Butler, C. H.; — Conklin, V. A.; — Gordy, J. P.; — Hart, A. B.; — Hasse, A. R.; — James, J. A., and Sanford, A. H.; — Johnston, A.; — Stead, W. T.; — University of Pennsylvania. *Department of American History.*

United States, continued.*History.*

- See Ford, M.; — Harper's Encyclopædia, etc.; — Larned, J. N.; — Riggs, S. M.; — Simonds, W. E.; — Strait, N. A.; — Tappan, E. M.

(Colonial period.)

- See Brady, C. T.

(Indian wars.)

- See History of the Indian wars, etc.

(Revolution, 1775-88.)

- See Bingham, H., Jr.; — Boston, Mass. Ladies Centennial Commission; — Goold, N.

(War of 1812-15.)

- See Cruikshank, E., ed.; — O'Connor, T.; — Richardson, J.

(Civil war, 1861-65.)

- See Adams, C. F.; — Burgess, J. W.; — Hull, A. L.; — Military Order of the Loyal Legion of the United States; — Montgomery, F. A.; — Noyes, I. P.

(War with Spain, 1898.)

- See Alger, R. A.; — Graham, G. E.

Jurisprudence.

- See Baldwin, S. E.; — Garland, D. S., and McGehee, L. P.

Literature.

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Young, Keith. Delhi, 1857; the siege, assault and capture as given in the diary and correspondence of Keith Young. Ed. by Sir H. W. Norman and Mrs. Keith Young, with a memoir and introduction by H. W. Norman. With illus. and [folded] maps. London, 1902. 8°. xxv, (1), 371 p. Portraits and facsimiles. [1]

Young, R. G. The truancy problem. Helena, Mont., [1902]. 8°. 15 p. [3]

Young Men's Christian Associations of North America. The jubilee of work for young men in North America, a report of the jubilee convention: N. Y., 1901. 8°. xvi, 500 p. Portraits and illus. [1]

— Year book, 1902. N. Y., 1902. 8°. Illus. [3]

Zanzibar. The Gazette for Zanzibar and East Africa. [Weekly. Containing government notices, etc.] Vol. 10. Feb. 1901—Jan. 1902. *n.t.p.* [Zanzibar], 1901-02. 4°. [3]

MAPS.

Beverly, Mass. [Lithographic bird's-eye view of] Beverly. Publisher, J. B. Bachelder. N. Y., 1856. Size, 9.8×16 in. [1]

Billerica, Mass. Map of Billerica. Surveyed by order of the town, H. F. Walling, civil engineer. Boston, 1853. Scale, 1,250 ft. = 1 in. Size, 30.5×25.7 in. [3]

Boston, Mass. Map of Boston proper. Published by Geo. H. Walker & Co. Boston, 1901. William Jackson, city engineer. Scale, 200 ft. = 1 in. Size, 72.3×48.7 in. [1]

— Map of the city and vicinity, from original surveys by F. G. Sidney. Published by J. B. Shields. Boston, 1852. Size, 35.7×38 in. [1]

— Map showing the terminal facilities of Boston. Copyrighted by Geo. H. Walker & Co. Boston, 1902. Size, 25.3×35.3 in. [1]

Bradford, Mass. Bradford and Haverhill. [Lithographic bird's-eye view.] Publisher, J. B. Bachelder. N. Y., 1857. Size, 9.8×16 in. [1]

Colored lithograph. No. 17, "Album of New England scenery."

Cambridge, Mass. Map of Cambridge. By H. F. Walling, civil engineer. Published by G. L. Dix. Boston, 1854. [Scale, 1 m. = 10.5 in.] Size, 40×56 in. [3]

China. Map of north eastern China. Prepared in the [U. S.] War Department, Military Information Division. 2d ed. Wash., 1900. Scale, about 11 m. = 1 in. Size, 34.7×27.7 in. [3]

Danvers, Mass. [Lithographic bird's-eye view of] South Danvers. Publisher, J. B. Bachelder. N. Y., 1856. Size, 9.8×16 in. [1]

Colored lithograph. No. 8, "Album of New England scenery."

Germany. Karte des Deutschen Reiches. [Herausg. von der Kartogr. Abtheilung der Königl. Preuss. Landes-Aufnahme.] Num. 667. [Berlin, 1901?] Massstab, 1:100,000. [1]

Haverhill, Mass. [Lithographic bird's-eye view of] Haverhill. Publisher, J. B. Bachelder. N. Y., 1857. Size, 9.8×16 in. [1]

Colored lithograph. No. 16, "Album of New England scenery."

Holyoke, Mass. Holyoke and South Hadley Falls. [Lithographic bird's-eye view.] Publisher, J. B. Bachelder. N. Y., 1856. Size, 9.8×16 in. [1]

Colored lithograph. No. 12, "Album of New England scenery."

Lawrence, Mass. [Lithographic view of] Lawrence, from the residence of W. C. Chapin. Publisher, J. B. Bachelder. N. Y., 1856. Size, 9.7×16 in. [1]

From the "Album of New England scenery."

Lynn, Mass. East view from near High Rock, Lynn. [Lithographic bird's-eye view.] Publisher, J. B. Bachelder. N. Y., 1856. Size, 9.8×16 in. [1]

Colored lithograph. Lettered "No. 3."

— West view from near High Rock, Lynn. [Lithographic bird's-eye view.] Publisher, J. B. Bachelder. N. Y., 1856. Size, 9.8×16 in. [1]

Colored lithograph. Lettered "No. 2."

Massachusetts. Map of Massachusetts. Published by Geo. H. Walker & Co. Boston, 1896. Scale, 3 m. = 1 in. Size, 40.1×62.7 in. [4]

Milford, Mass. [Lithographic bird's-eye view of] Milford. Publisher, J. B. Bachelder. N. Y., 1857. Size, 9.8 × 16 in. [1]

Colored lithograph. No. 18, "Album of New England scenery."

Montana. The Hibbard and Van Hook state map. Compiled from the latest official records. Helena, 1902. Scale, 18 m. = 1 in. Size, 21.3 × 32.1 in. [3]

New York, State. Map of New York state. Published by Geo. H. Walker & Co. Boston, 1901. Scale, 6 m. = 1 in. Size, 52.1 × 54.7 in. [1]

Newport, R. I. Map of Newport and vicinity, or, Rhode Island. Published by M. Dripps, New York, 1860. Revised and published by Wm. Dame and A. J. Ward, Newport, 1870. Scale, 1 m. = 3 + in. Size, 24.5 × 19 in. Folded in 32°. [1]

Palestine. Topographical and physical map of Palestine, by J. G. Bartholomew. Ed. by G. A. Smith. Edin., [1901?]. Size, 45.5 × 30 in. Folded in 8°. [1]

Philippine Islands. Carta general, en dos hojas, del Archipiélago Filipino. Levantada principalmente por la Comision Hidrografica al mando del capitan de navio, Claudio Montero y Gay, hasta el año 1870 con adiciones hasta 1875. Madrid, 1875. Issued by the [U. S.] War Department, Military Information Division, 1901. 3d ed. 2 sheets. Size, 24 × 36.5 in. [3]

Salem, Mass. [Lithographic bird's-eye view of] Salem, south view. Publisher, J. B. Bachelder. N. Y., 1856. Size, 9.8 × 16 in. [1]

Colored lithograph. No. 6, "Album of New England scenery."

— [Lithographic bird's-eye view of] Salem, west view. Publisher, J. B. Bachelder. N. Y., 1856. Size, 10.1 × 15.7 in. [1]

From the "Album of New England scenery."

THIRTEENTH REPORT

OF THE

FREE PUBLIC LIBRARY COMMISSION

OF

MASSACHUSETTS.

1903.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1903.

APPROVED BY
THE STATE BOARD OF PUBLICATION.

MEMBERS OF THE COMMISSION.

Miss E. P. SOHIER, <i>Secretary</i> , Beverly,	.	.	term expires 1907.
C. B. TILLINGHAST, <i>Chairman</i> , Boston,	.	.	term expires 1905.
Mrs. MABEL SIMPKINS AGASSIZ, Yarmouth,	.	.	term expires 1904.
SAMUEL SWETT GREEN, Worcester,	.	.	term expires 1904.
HENRY S. NOURSE, Lancaster,	.	.	term expires 1903.

REPORT OF THE COMMISSION.

To the Honorable Senate and House of Representatives.

In accordance with the provisions of chapter 347 of the Acts of the year 1890, under which the Free Public Library Commission was organized, the commission herewith presents its thirteenth report, covering the calendar year 1902.

THE COMMISSION.

Miss Elizabeth P. Sohier has been reappointed a member of the commission for the full term of five years; Miss Mabel Simpkins is now Mrs. Mabel Simpkins Agassiz.

BOOKS SUPPLIED DURING THE YEAR.

The following towns have been supplied during the year with a first installment of books, under the provisions of chapter 233 of the Acts of 1900 : —

Berkley,
Burlington,
Chester,
Erving,
Florida,
Gay Head,
Goshen,
Gosnold,
Granville,
Halifax,
Hawley,
Holland,

Leyden,
Mashpee,
Monroe,
Monterey,
Montgomery,
New Ashford,
New Salem,
North Reading,
Oakham,
Paxton,
Pelham,
Peru,

Phillipston,
Plympton,
Richmond,
Russell,
Rutland,
Southwick,
Sunderland,
Tolland,
Wales,
West Stockbridge,
Whately. — 35.

The second installment, completing in each case the \$100 worth allowed by the law, has been supplied to the following towns : —

Burlington,
Chesterfield,

Richmond,
Wendell,

West Stockbridge,
Windsor. — 6.

TOWNS STILL ENTITLED TO BENEFIT UNDER THE LAW.

The full allowance of \$100 worth : —

Alford,	Gill,	Prescott,
Auburn,	Lakeville,	Savoy,
Blandford,	Lanesborough,	Shutesbury,
Boylston,	Middleton,	Washington. — 16.
Clarksburg,	Mount Washington,	
Egremont,	New Marlborough,	

The second allowance is due to the following towns : —

Alford,	Granville,	Orleans,
Ashby,	Greenwich,	Otis,
Auburn,	Halifax,	Paxton,
Berkley,	Hampden,	Pelham,
Berlin,	Hancock,	Peru,
Blandford,	Hawley,	Phillipston,
Bolton,	Heath,	Plainfield,
Boxborough,	Holland,	Plympton,
Boylston,	Huntington,	Prescott,
Brimfield,	Lakeville,	Rochester,
Carlisle,	Lanesborough,	Rowe,
Charlemont,	Leverett,	Royalston,
Chester,	Leyden,	Russell,
Chilmark,	Mashpee,	Rutland,
Clarksburg,	Mendon,	Sandisfield,
Colrain,	Middlefield,	Savoy,
Dana,	Middleton,	Shutesbury,
Dunstable,	Monroe,	Southwick,
Eastham,	Monterey,	Sunderland,
East Longmeadow,	Montgomery,	Tolland,
Egremont,	Mount Washington,	Truro,
Erving,	New Ashford,	Tyngsborough,
Florida,	New Braintree,	Tyringham,
Gay Head,	New Marlborough,	Wales,
Gill,	New Salem,	Warwick,
Goshen,	Norfolk,	Washington,
Gosnold,	North Reading,	Whately. — 83.
Granby,	Oakham,	

The towns have readily made such provision for the distribution of the books to different villages and outlying districts as are practicable, and the stimulus given by the State has been an important aid in that direction.

Lakeville and Norwell are still without a free public library, though the James Library in Norwell is practically accessible to all the people of the town.

TOWNS CLASSIFIED AS TO LIBRARIES.

The following classification of the towns, revised to date, shows the free library facilities they now enjoy : —

CLASS 1.

Towns which have libraries owned and controlled by the town and free for circulation to all the people.

Abington,	Chester,	Granville,
Acushnet,	Chesterfield,	Greenfield,
Adams,	Chicopee,	Greenwich,
Agawam,	Chilmark,	Groton,
Alford,	Clarksburg,	Groveland,
Amesbury,	Clinton,	Hadley,
Andover,	Cohasset,	Halifax,
Arlington,	Colrain,	Hamilton,
Ashburnham,	Conway,	Hampden,
Ashby,	Dalton,	Hancock,
Ashland,	Dana,	Hanover,
Athol,	Dartmouth,	Hanson,
Attleborough,	Dedham,	Hardwick,
Auburn,	Deerfield,	Harvard,
Avon,	Dennis,	Hatfield,
Bellingham,	Dighton,	Hawley,
Belmont,	Douglas,	Heath,
Berkley,	Dover,	Holbrook,
Berlin,	Dracut,	Holden,
Beverly,	Dudley,	Holland,
Blackstone,	Dunstable,	Holliston,
Blandford,	East Bridgewater,	Hopedale,
Bolton,	Eastham,	Hubbardston,
Boston,	East Longmeadow,	Hudson,
Bourne,	Edgartown,	Hull,
Boxborough,	Egremont,	Huntington,
Boylston,	Erving,	Hyde Park,
Bridgewater,	Essex,	Kingston,
Brimfield,	Everett,	Lancaster,
Brockton,	Fall River,	Lanesborough,
Brookfield,	Falmouth,	Leicester,
Brookline,	Fitchburg,	Leominster,
Burlington,	Florida,	Leverett,
Cambridge,	Foxborough,	Leyden,
Canton,	Framingham,	Longmeadow,
Carlisle,	Freetown,	Lowell,
Carver,	Gay Head,	Ludlow,
Charlemont,	Gill,	Lunenburg,
Charlton,	Goshen,	Lynn,
Chelmsford,	Gosnold,	Lynnfield,
Chelsea,	Granby,	Manchester,

Mansfield,
Marblehead,
Marlborough,
Marshfield,
Mashpee,
Mattapoisett,
Maynard,
Medfield,
Medford,
Medway,
Melrose,
Mendon,
Merrimac,
Middleborough,
Middlefield,
Middleton,
Milford,
Millbury,
Millis,
Milton,
Monroe,
Montague,
Monterey,
Montgomery,
Mount Washington,
Nahant,
Natick,
Needham,
New Ashford,
New Bedford,
New Braintree,
Newburyport,
New Marlborough,
New Salem,
Newton,
Norfolk,
North Adams,
Northampton,
North Andover,
North Attleborough,
Northborough,
North Brookfield,
Northfield,
North Reading,
Norwood,
Oakham,
Orange,
Orleans,
Otis,
Oxford,

Paxton,
Peabody,
Pelham,
Pepperell,
Peru,
Phillipston,
Plainfield,
Plympton,
Prescott,
Provincetown,
Quincy,
Reading,
Revere,
Richmond,
Rochester,
Rockland,
Rockport,
Rowe,
Rowley,
Royalston,
Russell,
Rutland,
Salisbury,
Sandisfield,
Sandwich,
Saugus,
Savoy,
Seekonk,
Sharon,
Sheffield,
Shelburne,
Sherborn,
Shirley,
Shrewsbury,
Shutesbury,
Somerset,
Somerville,
Southborough,
Southbridge,
South Hadley,
Southwick,
Spencer,
Sterling,
Stoneham,
Stoughton,
Stow,
Sturbridge,
Sudbury,
Sunderland,
Sutton,

Swampscott,
Swansea,
Taunton,
Templeton,
Tewksbury,
Tolland,
Topsfield,
Townsend,
Truro,
Tyngsborough,
Tyringham,
Upton,
Uxbridge,
Wakefield,
Wales,
Walpole,
Waltham,
Warwick,
Watertown,
Wayland,
Webster,
Wellfleet,
Wendell,
Wenham,
Westborough,
West Boylston,
West Bridgewater,
West Brookfield,
Westford,
Westminster,
West Newbury,
Weston,
Westport,
West Springfield,
West Stockbridge,
Westwood,
Weymouth,
Whately,
Whitman,
Wilbraham,
Williamsburg,
Williamstown,
Wilmington,
Winchendon,
Winchester,
Windsor,
Winthrop,
Worcester,
Wrentham. — 272.

CLASS 2.

Towns which have free libraries in which the town has some representation in the management.

Acton,	Franklin,	Malden,
Ayer,	Georgetown,	Methuen,
Barre,	Grafton,	Norton,
Bedford,	Haverhill,	Pembroke,
Belchertown,	Hingham,	Petersham,
Bernardston,	Hinsdale,	Pittsfield,
Braintree,	Holyoke,	Randolph,
Concord,	Lawrence,	Salem,
Cummington,	Lenox,	Springfield,
Danvers,	Lexington,	Warren,
Easthampton,	Lincoln,	Westfield,
Enfield,	Littleton,	Woburn. — 36.

CLASS 3.

Towns in which there are free libraries to which the town appropriates money, but is not represented in the management.

Amherst,	Great Barrington,	Scituate,
Ashfield,	Harwich,	Southampton,
Boxford,	Lee,	Stockbridge,
Brewster,	Monson,	Tisbury,
Chatham,	Nantucket,	Ware,
Cheshire,	Northbridge,	Wellesley,
Cottage City,	Palmer,	Westhampton,
Duxbury,	Plymouth,	West Tisbury,
Gardner,	Princeton,	Worthington. — 27.

CLASS 4.

Towns in which there are free libraries which have no connection with the town.

Barnstable,	Fairhaven,	Raynham,
Becket,	Gloucester,	Rehoboth,
Billerica,	Hopkinton,	Wareham,
Buckland,	Ipswich,	Yarmouth. — 14.
Easton,	Marion,	

CLASS 5.

Towns which have the free use of public libraries in other places.

Newbury,	Newburyport Public Library,
Washington,	Becket Athenæum. — 2.

CLASS 6.

Towns having no free public library privileges.

Lakeville,	Norwell. — 2.
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OTHER FREE LIBRARY FACILITIES IN MASSACHUSETTS TOWNS,
IN ADDITION TO THE TOWN LIBRARY PROPER.

There are free libraries in villages or separate portions of the towns, mainly under private management, as follows : —

- Amherst, —
 North Amherst, . . . North Amherst Public Library.
- Andover, —
 Ballardvale, . . . Bradlee Library.
- Ashburnham, —
 South Ashburnham, . . . South Ashburnham Library.
- Barnstable, —
 Centreville, . . . Centreville Free Public Library Association.
 Cotuit, . . . Cotuit Library.
 Hyannis, . . . Hyannis Free Public Library.
 Marston's Mills, . . . Marston's Mills Library.
 Osterville, . . . Osterville Public Library.
- Billerica, —
 Talbot Mills, . . . Talbot Library.
- Boxford, —
 West Boxford, . . . West Boxford Public Library.
- Chelmsford, —
 North Chelmsford, . . . North Chelmsford Library Association.
- Dana, —
 North Dana, . . . Dana Free Public Library.
- Dartmouth, —
 South Dartmouth, . . . Southworth Library.
- Deerfield, —
 Pocumtuck Valley Association, Library of the Pocumtuck Valley Memorial Association.
- Erving, —
 Miller's Falls, . . . Erving Town Library.
- Everett, —
 Glendale, . . . Shute Memorial Library.
- Falmouth, —
 West Falmouth, . . . West Falmouth Library.
 Woods Hole, . . . Woods Hole Library.
- Freetown, —
 East Freetown, . . . East Freetown Circulating Library.
- Gill, —
 Riverside, . . . Gill Free Public Library.

Gloucester, —

Magnolia, Magnolia Library.

Groveland, —

South Groveland, Hale Library.

Hanson, —

North Hanson, Hanson Free Public Library.

Hardwick, —

Gilbertville, George H. Gilbert Manufacturing
Company's Library.

Hawley, —

West Hawley, Hawley Free Public Library.

Hingham, —

Nantasket, Nantasket Public Library.

Leverett, —

North Leverett, Leverett Free Public Library.

Medway, —

Medway Village, Dean Library.

Montague, —

Turner's Falls, Montague Public Library, Turner's
Falls Branch.

Natick, —

South Natick, Bacon Free Library.

North Adams, —

Blackinton, Oscar A. Archer Branch.

Northampton, —

Florence, Lilly Free Library.

Norwell,

. . . . James Library.

Pembroke, —

Bryantville, Cobb Memorial Library.

Plymouth, —

North Plymouth, Loring Reading Room.

Raynham, —

North Raynham, North Raynham Library Association.

Rockport, —

Pigeon Cove, Pigeon Cove Library.

Scituate, —

North Scituate, Peirce Memorial Library.

Shelburne, —

Shelburne Falls, Arms Library.

South Hadley, —

South Hadley Falls, South Hadley Public Library.

Sutton,—

<i>Manchaug,</i>	.	.	.	Sutton Free Library.
<i>South Sutton,</i>	.	.	.	Sutton Free Library.
<i>West Sutton,</i>	.	.	.	Sutton Free Library.
<i>Wilkinsonville,</i>	.	.	.	Sutton Free Library.

Weymouth,—

<i>South Weymouth,</i>	.	.	.	Fogg Memorial Library.
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Williamsburg,—

<i>Haydenville,</i>	.	.	.	Haydenville Free Library.
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Williamstown,—

<i>South Williamstown,</i>	.	.	South Williamstown Public Library.
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Yarmouth,—

<i>South Yarmouth,</i>	.	.	South Yarmouth Library.
<i>West Yarmouth,</i>	.	.	West Yarmouth Library.

NOTES OF PROGRESS FROM THE LIBRARIES.

From the replies to a circular letter of inquiry sent to the librarians of the over 400 free public libraries of Massachusetts, and from the annual reports of the town and city trustees, have been derived the following notes. They indicate a very satisfactory growth of usefulness and prosperity in our libraries throughout the Commonwealth. They also plainly show that the natural bond between the public library and the public school is gaining a wider and fuller recognition, and is being drawn closer and closer year by year. We gratefully record the fact that in many localities the school superintendent and the teachers render systematic and efficient aid to the librarian in the work of leading the children to a familiar acquaintanceship with good literature. The fruits of this connection between school work and library privilege wisely supervised have been excellent and highly appreciated by all concerned. It is very gratifying to observe that the stream of private beneficence which has so notably flowed library-ward during the past decade shows no signs of intermittence.

ACUSHNET. The trustees acknowledge a gift of 100 volumes from the Millicent Library of Fairhaven, being a selection from the duplicates of the latter. Two branches, at Perry Hill and Long Plain, are supported. Miss Elsie Collins, having resigned the librarianship, has been succeeded by Mrs. J. E. Annas.

ADAMS. Among the exhibits displayed in the library, including several from the treasures of the Library Art Club, were two of the work done by children in the public schools. These were arranged and presented by the supervisor of drawing, and attracted more popular attention than all the others.

AMESBURY. The new library building, a brief description of which was given in the commission's report of 1901, was opened for public use in April last. Since that time several articles of useful furniture have been presented by citizens of the town. Of these are a handsome mahogany "grandfather's clock," and substantial cases for catalogue cards, periodicals, etc. Wrought-iron dogs for the fireplace in the children's room were bought by the children with money which they had earned.

AMHERST. A large increase in the circulation is found to be owing chiefly to the increase of the use of books by young people and children, who, "under the wise and helpful direction of the librarian, are learning to use the library well, and to read many other books beside the juvenile fiction which has formerly been their chief diet. No work that the library can accomplish compares in value with this for the children, in adding to their school education the culture that comes from the use of good literature."

ANDOVER. The trustees report successful endeavor to extend the plan of popular education through pictures, having purchased five hundred stereoscopic views, representative of history, art and scenery in foreign countries, as well as our own, which are on exhibition in the art room, and also to be issued under proper conditions for use in the classes of the public schools.

ARLINGTON. Mr. Winfield Robbins has given the library a collection of framed portraits of persons distinguished in history, supplementary to his former gift of portraits distinguished for artistic merit or illustrative of progress in the art of engraving.

ASHBURNHAM. A gift of \$50 for the purchase of books has been received from Mr. Irving Smith.

ASHBY. The tasteful and costly building, presented to Ashby by Edwin Chapman, although completed and accepted by the town Dec. 7, 1901, and opened for public use on Jan. 3, 1902, was not formally dedicated until June 17, when the festivities usual at such celebrations were enjoyed by a great throng of citizens and guests. The principal address was made by the Hon. Alfred S. Roe. The Chapman Library is thoroughly fireproof in construction, and its appointments are complete to the most minute detail. The exterior walls are of red pressed brick, with Longmeadow brown stone trimmings. The roof is slated, its

several ridge angles being capped with tiles. In plan the structure is 40 by 50 feet, and there is but one floor above the high basement story. The approach to the arched entrance is by a flight of eight granite steps, flanked by two polished granite columns at the floor level. The spandrels of the arch are beautifully sculptured. The vestibule opens upon a delivery room, 16 by 16 feet, occupying the central portion of the main floor, which is lighted through glass lights in the copper dome. All the finish of this room is of marble, including the delivery desk and arched doorways leading into the reading and art rooms on the right and left. These two rooms, each 13 by 22 feet, are finished in choice curly birch, and have ornate terrazzo floors. Adjoining the reading room is the librarian's office, and from the art room a stone stairway leads to the well-lighted basement, wherein are the usual heating plant, offices, etc. The stack-room occupies the rear of the building, is finished in oak, and contains eight double stacks. The rear basement is wholly above ground, and fitted up for the use of town officers. The donor, a Boston merchant, was born in Cambridgeport, April 17, 1844; but Ashby was his boyhood's home, and has been his summer residence for many years. He was counted in its quota while serving in the First Massachusetts Cavalry during the civil war.

ASHLAND. The need of enlarged quarters for the library is widely felt. The legacy of Ella F. Wiggins, amounting to \$392.34, has been received and deposited in a savings bank for future use, being by the terms of the will to be expended "for the best interest of the library."

ATHOL. The library has received about 500 volumes as a gift from Dr. H. M. Humphrey, being his circulating library. Andrew Carnegie, through the solicitation of a former resident of Athol, offered \$15,000 for a library building, under the usual guarantee of town support, and the gift has been formally accepted.

ATTLEBOROUGH. Boxes of books are sent weekly to six schools in outlying districts, being carried forth and back by the "rural delivery." The children are furnished with a "graded course of reading," and make their selections therefrom; but the parents have become interested, and books for their use are included when called for. Mr. J. L. Sweet has presented to the town a choice lot for a library building, and efforts are being made to raise a building fund.

BARRE. The children's room, which was opened Oct. 15, 1898, continues to retain the interest of the young people, despite the fact that few additions of new books have been made, owing to lack

of funds. The number of children's visits to make use of the reading table in this room during the year 1901 was 2,944. About 800 volumes are shelved in this department.

BEDFORD. Miss Lottie M. Corey, for fourteen years the faithful librarian of the public library, has resigned the position, and is succeeded by Miss Fannie A. Wood.

BELCHERTOWN. The experiment of "open shelves," having been under trial for three months, is highly appreciated by the pupils of the public schools, and has thus far given little trouble.

BELLINGHAM. Delivery stations have been established at North Bellingham and Caryville.

BELMONT. The building presented to Belmont by Henry O. Underwood, as a memorial to his parents, was dedicated on the evening of June 17, Josiah H. Benton, Jr., Esq., delivering the formal address. The donor's father, William J. Underwood, was for more than twenty years chairman of Belmont's library trustees. The structure is fireproof, the floors being of mill construction, and the electric wires conducted through lead pipes. The outer walls are of red brick with stone trimmings. There are two stories above the basement. The main entrance is central, sheltered by a semi-circular projection supported by four Ionic columns. The first floor is occupied by a hallway, the librarian's office, a book room with a two-story stack for 20,000 volumes, the children's room and a capacious reading room. The rooms open for public use are so arranged as to be easily supervised by the librarian, sitting at the delivery desk. On the second floor is a large hall or lecture room, which can, when expedient, be adapted to the uses of a historical museum, or be devoted to additional stacks when need arises, giving, with the reading room shelving, a capacity of 50,000 volumes. In the basement are the boiler room, lavatories, a bicycle room and a smoking-room. This last, a new feature in library plans, is by an ingenious arrangement of mirrors made visible to the librarian at her station on the upper floor, and, except in the license to use tobacco, is subject to the same rules as the general reading room. Its tables are supplied with newspapers and popular periodicals. The building was equipped to the smallest detail by the generous donor, his expenditure being \$50,000. Miss Ada Thurston has been appointed librarian.

BERLIN. The trustees of the Northborough Library have presented 78 of their duplicates to the Berlin Library. The branch established at South Berlin last year is successfully sustained. There is a crying need for more commodious and convenient quarters for the main collection, including a reading room.

BERNARDSTON. The directors and book committee now meet at a stated date monthly, to discuss business matters and select a small list of books for purchase, which plan proves very much more satisfactory than the old method of adding new books two or three times during the year. The librarian writes: "The Western Massachusetts Library Club held a meeting here. It was an inspiration to those interested in our little library, and made us feel that we, although very small, are a part of the great whole."

BLANDFORD. A branch library has been established at North Blandford, and has been well patronized. Mrs. Josephine E. S. Porter of Hartford, Conn., the donor of Blandford's library building, continues her generous interest in the library, contributing annually books of her own selection, history, biography, books of travel, with a few of the best novels. Her gifts are the chief additions to the collection, the town's appropriation being exhausted in the administration.

BOLTON. The Whitney Memorial Library is under roof, and the contract calls for its completion by July 1, 1903. The design is a tasteful one, by Alfred Stone, Esq., of Providence, who gives his services to the town which was his home in boyhood. The outer walls are of field stone with natural face. The street front is ornamented with a decorative gable crowning the central entrance, and two large dormer windows in the roof giving light to the interior. The hallway, 6 by 10 feet, opens upon the central reading and delivery room, 20 by 25 feet in plan, and open to the roof. On the right is the stack-room, and on the left a historical room, 16 by 20 feet. Between the last and the delivery room on either side of the passage are a vault for the town records and the librarian's room, $7\frac{1}{2}$ by $8\frac{1}{2}$ feet. Miss Annie Eliza Whitney of Lancaster has given \$10,000 for the building. The site and the foundations are furnished by the town. For the lot \$700 was paid. It is proposed to use chestnut panelling for interior finish, and to provide fireplaces for ventilation and heating in seasonable weather.

BOSTON. The library expects to receive \$100,000 as a book fund from the estate of Robert C. Billings. In July, 1902, the binding and printing departments were removed from the central library building to premises near, to provide for the growth of the library. The Anna Ticknor Library of about 2,600 volumes has been received from the Anna Ticknor Library Association. The number of volumes in the library Oct. 1, 1902, was: central library, 650,839; branches, 179,062; total, 829,901, as against a total of 812,264 on Feb. 1, 1902. Since February, 1902, 32

additional library agencies have been established, making the library system comprise 10 branches, 21 delivery stations (11 being reading rooms), 61 schools, 20 institutions, 36 engine houses, — a total of 148, as against 116 in February. A branch finding list of books common to the branches has been printed. The extension of evening hours at the branches from 8 to 9 P.M. was begun in January, 1902. Mr. Whitney has resigned the office of librarian, his resignation to take effect February 1, but will remain in the service of the library. Horace G. Wadlin has been appointed to the position vacated.

BOXBOROUGH. Mrs. Henry L. Priest has been chosen librarian, *vice* Miss Mabel B. Priest, resigned.

BRIDGEWATER. Mrs. Sarah L. Alden has given \$500 to the library, without restrictions as to its use. Other gifts for the increase of library funds have been: \$500 from Samuel P. Gates; \$50 from Miss Cora Thompson; \$11 from Armenian residents; \$142, the proceeds of a "rummage sale," from the King's Daughters. The legacy of Mrs. Hannah Bates, noticed in 1900, \$500 in amount, has been partly used in reorganizing the museum into a combined reference and exhibition room.

BRIMFIELD. The librarian, without assistants and with scant pecuniary means, has perfected the classification of the library, and will prepare a card catalogue by degrees, using the Congressional Library issue as fast as funds will allow. The extension of library privileges to outlying districts has been much increased. Believing in creating a demand where indifference existed, there being no direct means of communication between the centre and West Brimfield, the librarian sent an unasked-for selection of books to the railway station of the latter place, the transportation being by stage to Palmer and thence by a grocery wagon to the destination. The deliveries are now sought for.

BROCKTON. The home circulation for 1902 is 22,000 greater than that of the previous year. Of this increase, 12,000 was due to the school delivery system established last year. The most pressing need of the library is a children's room.

BROOKLINE. Hiller C. Wellman having resigned to accept the position of librarian in the Springfield City Library, Miss Louisa M. Hooper was promoted to the vacancy. A special information desk, to relieve the pressure of work at the delivery desk, has been established. A delivery station in a remote district has recently been organized. The issuing of books from the children's room to those under twelve years of age has during a year's experience proved in every way a satisfactory experiment. The system of admitting assistants as apprentices without pay

for eight months gives promise of great usefulness, both to the library and to those desirous of obtaining permanent positions in library work.

BURLINGTON. The experiment of allowing the public free access to the shelves has been tried, with apparent success. The library being quite near the graded schools, it has been opened for the use of the pupils during the noon intermission on Wednesdays, to their evident enjoyment and advantage.

CAMBRIDGE. The library has been enriched by the gift of a costly collection of works of art, chiefly etchings, from Nathaniel Cushing Nash. Under the will of Lucius R. Paige, D.D., the historian of Cambridge, it has received a collection of letters of local historical interest. A valuable collection of books relating to Mexico and Central America will be added to the library soon by a benefactor who prefers to remain unknown. The stack wing has been extended, doubling its shelf capacity. A recent gift accepted is the sum of \$7,350 from Abigail L. Prentice as a book fund. A suitable space is to be set apart for the purchases made from the income of this fund, to be called the "William E. Saunders Alcove."

CANTON. The splendid library building given to the town by Augustus Hemenway, and described in the last report of the commission, was opened for public use in July last. The Brown charging system has been introduced by the librarian.

CARVER. The citizens of both North Carver and South Carver were during the past year supplied with books by special delivery; in the former case the mail carrier being the messenger, in the latter a public-spirited citizen. The library and the schools have been brought nearer to each other by the assistance of the superintendent of schools.

CHARLEMONT. Nearly 1,900 volumes, mostly of standard authors, have been received from the library of the late Honorable Joseph White of Williamstown, nearly doubling the town's collection.

CHELSEA. A children's room was opened in October, 1901, and is very successful, its usefulness being much enhanced by the regular exhibitions of the Library Art Club.

CHESHIRE. A. L. Brown of New York has added to the library 250 volumes, a part of the collection of his father, Warren Brown, lately deceased, who was a summer resident of Cheshire. Levi J. Fisk, a citizen of the town, has given a case of interesting minerals and curios collected by him in his travels. A fair held by the ladies of Cheshire has added \$75 to the book fund. The superintendent of schools, H. L. Allen, gives in his

report an interesting account of successful endeavor to lead the school children to a proper use of the library.

CHESTER. Miss Gertrude Burcham, who has served as librarian ever since the establishment of the library, has resigned, and Miss Grace Alvord is appointed to succeed her.

CHESTERFIELD. A branch library is supported at West Chesterfield, with a permanent collection of 200 volumes, to which monthly deliveries are made from the town library. Summer visitors to the town make frequent donations of books, and sometimes of small sums of money.

CHICOPEE. The Willimansett branch library has been installed in its new building.

CHILMARK. The library, which has been kept in a store hitherto, is now housed in a large and well-lighted room in the new town hall, and is one of the best equipped in the county. The librarian serves without compensation, and the young ladies of the village take turns in assisting her. A branch has been established at the western end of the town, about 50 books being kept there, which are exchanged at convenient intervals, and distributed through the school children to the families there resident. Many small gifts have been received from summer visitors.

CLINTON. The Carnegie Library is fast approaching completion. The plans are from the office of Winslow & Bigelow, of Boston, the junior member of that firm being a native of Clinton. Mr. Carnegie's gift of \$25,000 and the town's appropriation of \$21,000 will be exhausted in the construction. The town paid \$15,000 for the site, a corner lot 140 by 150 feet fronting upon Walnut Street, and very advantageously situated near the town park and public buildings. The structure is of red brick with Ohio McDermott limestone trimmings, two storied, 44 by 86 feet in plan, of simple classic architecture. The first floor includes the central delivery room, 18 by 34 feet; a reading room on the left of the main entrance, 21 by 40 feet; and on the right the book room; a librarian's room, 10 by 10 feet; and the trustees' office, 11 by 14 feet. From the delivery hall a prominent stairway leads to the upper floor, where are the children's room, 21 by 40 feet; and an art room, 22 by 33 feet. Directly under the main reading room is a newspaper and magazine room in the basement, having a special entrance from Church Street. The rest of the basement is given to the heating plant, lavatories, storage rooms, etc. Wiring for electric lights and piping for gas will be installed. By the will of a prominent citizen, George W. Weeks, who died Oct. 7, 1902, the town will

receive \$15,000 for the library building and site; \$10,000 as a permanent fund, the income of which will be available for the purchase of books of a practical and scientific character; and \$3,000 for furnishing the children's room with books, periodicals and pictures.

COLRAIN. Over 100 volumes have been given to the library by anonymous friends. Four branches are now sustained, two having recently been established.

COTTAGE CITY. The library acknowledges the receipt of 100 volumes from Henry F. King of Newton.

DANVERS. George Augustus Peabody has added to the non-circulating collection in the children's room about 100 volumes. On the anniversaries of noted events and the birthdays of famous characters appropriate pictures are displayed, and awaken much interest. For the most part, Perry pictures mounted at the library have been used. Colored pictures of our native birds have also been mounted and seasonably exhibited. A few open shelves in the delivery room are devoted to the latest additions to the library; but with them are displayed many older books, which are changed often, with a view to call the public attention in time to all the rich stores of literature possessed by the institute.

DARTMOUTH. A branch library has been established at North Dartmouth, and the town appropriation has been generously increased, being now \$250 for the town library and \$150 for the Southworth Library at South Dartmouth. The latter has no endowment, and depends upon generous friends for much of its increase. One hundred and thirty-three books were added by gift during the past year, besides the usual annual contribution by a lady friend of the "Atlantic," "Century," "Harper's," "Scribner's" and "St. Nicholas" magazines, the "Youth's Companion" and "Harper's Weekly."

DEERFIELD. The Library of the Pocumtuck Valley Memorial Association has outgrown its one capacious room, and this will be enlarged the coming spring. Additions of rare old as well as new books are constantly coming in, chiefly by gift or exchange.

DOUGLAS. A gentleman whose name is not given publicity has offered \$25,000 for the erection of a library building at East Douglas.

DRACUT. The Varnum Library Society of Pawtucketville, Lowell, having abandoned the purpose of its organization, has voted to the Dracut Public Library all its personal property, including about 400 bound volumes, several years' issues of the most popular magazines, furniture, and nearly \$200 in money.

DUXBURY. William J. Wright will give the town a brick building for library purposes, to be erected upon the lot adjoining that occupied by the present library building, which is a wooden dwelling house presented to Duxbury in 1889 by Mrs. George W. Wright. The premises vacated will be used for town offices.

EAST BRIDGEWATER. Mrs. Nancy Rust bequeathed \$2,000 to the public library as a fund to be known by her name, the income of which shall be used for the purchase of books.

EASTON. The Ames Free Library makes use of the cards furnished by the Congressional Library. It supports five weekly deliveries, accommodating all outlying districts. The people have been enticed to read the best of old fiction upon the shelves by circulating a printed list of the best novels of famous authors.

EDGARTOWN. Andrew Carnegie has offered \$4,000 for a library building, with the usual condition of guaranteed perpetual support. Some trouble is experienced in the selection of a site satisfactory to all.

ENFIELD. The room in the town hall given to library uses is now utterly inadequate for the purpose, and the demand for more generous accommodations is pressing upon public attention.

ERVING. A gift of 75 volumes has been received from the City Library Association of Springfield.

EVERETT. The library has at last received the \$500 willed to it by George N. Benedict, who died in 1888. Payment has been suspended by litigation until recently.

FAIRHAVEN. A children's room has been opened, with a "library hostess." The Newark charging system has been adopted, using a "permanent book card in book pocket, replaced when out by reader's card, which is always in reader's possession."

FALMOUTH. The town library has been classified by the decimal system, a card catalogue has been begun, and sundry improvements in methods of administration have been introduced. The Free Library at West Falmouth has for the past two years received a special appropriation and a share of the refunded dog tax from the town, the latter being divided between the two libraries, in proportion to the number of volumes owned. The West Falmouth Library is governed by an association, but is required to submit for the approval of the town's library trustees lists of the books to be bought with the town's appropriations. D. Wheeler Swift, the chief benefactor of this library, continues his generous interest in it, his latest gift being a convenient case for the display of current periodicals.

FITCHBURG. George E. Nutting has been promoted to fill the vacancy caused by the death of Librarian Prescott C. Rice. A children's room was opened in October, 1899. A modification of the charging system has been introduced, by stamping upon the borrower's cards the date when the book is to be returned, instead of the date of loan. Co-operation with the superintendent and teachers of schools in the distribution of books among the pupils, and in leading them to a greater use of library privileges, has been carried on with good success. The use of the catalogue cards issued from the Congressional Library was begun in November, 1901, "with unqualified success." Great use is made of bulletin boards, both for illustrating events of local popular interest, historic anniversaries, etc., and for calling attention to the varied resources of the library.

GREAT BARRINGTON. The library shows enlarged usefulness by the steady increase in the circulation of books for home use. This year's report will claim a gain of at least 800 volumes over last year's circulation. A new stack room, 12 by 14 feet, has been constructed. An entertainment course for the benefit of the library has been again arranged, from which about \$400 will probably be realized for purchase of books.

GREENFIELD. Several months after the loss by sudden death of Miss Emma W. Tyler, who for fourteen years was the efficient librarian of the Greenfield Public Library, Miss May Ashley of Springfield was appointed to the vacancy. In her report, March 1, 1902, she pleads eloquently for a new library building, to take the place of the present narrow, crowded, ill-lighted and poorly ventilated quarters. There has been introduced the scheme of loaning popular books from a "duplicate collection" for one cent per day's use. The problem of extending library privileges more freely to the outlying districts is met by sending to each of the schools 30 or more books selected for family use. These are exchanged every ten days, the needful transportation being furnished through the courtesy of the supervisor of drawing.

HADLEY. The new library building is completed, and will be immediately opened for public use. It stands upon a corner lot, opposite the town hall. The ground plan is about 40 by 60 feet, and the total cost of building and lot was about \$9,000. The walls are of red brick with trimmings of stone and terra cotta, and colonial porches of wood shelter the two entrances. Upon the main floor, besides a large room which contains the shelving for books and serves as a reading room, there is a small apartment which is intended for a historical museum. The upper

story is a hall large enough to seat 200 persons, lighted from above. Its walls are of burlap, adapted for the display of pictures. Hereafter it is proposed to open the library two more evenings weekly, and on Sunday afternoons. It will be lighted from the town's newly installed acetylene gas plant. Hadley owes this long-needed home for its library largely to the generosity of John Dwight of New York City, a descendant of one of the town's founders. It is to bear the name chosen by him, "The Goodwin Memorial Library." His gift, offered in August, 1900, was the sum of \$4,000, contingent upon the raising of a like amount by the townspeople and their friends.

HANCOCK. A branch library has been established in the north part of the town, and is well patronized.

HANOVER. The town at its March meeting made appropriation for the support of five distributing stations, which are now in successful use.

HARVARD. By the will of the late Warren Hapgood of Boston, a native of Harvard, the town receives \$40,000. Half of this is made available for the building of an annex to the present library building, to which Mr. Hapgood was a generous contributor; the other \$20,000 will constitute a fund for equipment and support. The bequest is somewhat loaded with conditions, requiring the perpetual preservation and care, in the annex, of Mr. Hapgood's ornithological and other collections, pictures, books, etc. The town has formally accepted the legacy, and work upon the addition is well under way. It will be known as the Hapgood Memorial. Under the will of Andrew Fairbank, his bequest to the Public Library, amounting to \$1,000, establishes a permanent fund, the income from which may be used for current expenses, for books, or for the care and improvement of the building and grounds.

HAVERHILL. The library has complete collections of Perry, Brown and Cosmos pictures, Harper's "black and white" prints, Elson prints and "masters in art," hundreds of colored pictures of birds and flowers, pictures of places, and about 1,200 Soule photographs, all carefully mounted on cards 11 by 14 and 14 by 18 inches, arranged in cabinets in a classified order. These pictures are loaned to anybody, but particularly to teachers and study clubs, in any number, and may be kept as long as a book. The average cost of the pictures was about three cents apiece, the mounts three cents, and the mounting was mostly done by library assistants.

HAWLEY. The library has received about 700 volumes from the old Conway Library, being a gift from Marshall Field of Chicago.

HEATH. Over 500 volumes have been added to the library by gift during the past year, including some valuable books of reference, requiring an increase of shelving capacity.

HOLLISTON. Andrew Carnegie has offered the town \$10,000 for a library building, on condition that the town will appropriate \$1,000 per year for the support of the library. The late Mrs. F. G. Burnap bequeathed to the town a site for a library building.

HOLYOKE. The new library building was transferred to the Library Association, without formal ceremony, on Jan. 18, 1902. Its total cost was \$96,000, of which \$89,950 was raised by public subscription.

HOPEDALE. The librarian notes the evident value in this manufacturing community of three new details of administration: open shelves and uncovered books, the second or non-fiction card, and the Sunday opening of the reading room.

HUBBARDSTON. An increasing call for books in aid of nature study is observed. This has been fostered by the gift of 50 or more pictures of birds with fisher's net and hangers whereby to display them, presented to the library by a lady, a niece of Jonas G. Clark, to whom Hubbardston owes its library building.

HUNTINGTON. A branch library has been opened at Huntington Hill. A few quiet games have been introduced in the main library, as an added inducement to bring in the boys from the street, and with quite good success.

HYDE PARK. A bronze tablet suitably inscribed has been placed in the delivery room as a memorial to Mary A. Hawley, deceased, for twenty years assistant librarian: "Erected by patrons of the library whose love and respect she won by her uniform courtesy and helpfulness."

LANCASTER. Forty-seven volumes of the Hakluyt Society's publications have been given to the library by Colonel John E. Thayer. The cards issued from the Congressional Library are used so far as available for accessions.

LAWRENCE. Frederic H. Hedge, Jr., resigned Jan. 1, 1901, the position of librarian, which he had held twenty-seven years. He was succeeded by William A. Walsh. Delivery stations have been opened on Prospect Hill and Tower Hill.

LEE. The library has received, through the influence of Peter De Baun, a citizen of Lee, the gift of 250 volumes from the Mechanics Institute of New York. For the last six months the library has been open every afternoon and evening, instead of twice a week as heretofore. This change has been marked by a great increase in the circulation for home use.

LEICESTER. Mrs. Eliza Gilmore has presented to the library a portrait of Rev. Samuel May,—its greatest benefactor,—together with the sum of \$500 to provide a suitable frame for the picture, and to increase the fund bequeathed to the library by Mary E. Joslin, the artist of the portrait. The engine house at Greenville, having been suitably fitted for library uses by the trustee of the Ephraim Copeland Memorial Fund, was formally transferred to the library trustees, with the residuary sum of \$2,200, in October, 1901, establishing the Copeland Library, in pursuance of the court's decree and the town's vote. By terms of the decree \$2,000 constitutes a permanent fund, the income of which is to be used for current expenses; \$200 will be invested until with accumulated interest it amounts to \$1,000, when it may be used for a building, if needed.

LEOMINSTER. There have been registered over 1,200 children, all between the third grade and the high school. In the book case placed outside of the stacks to which the public has free access are shelves filled with healthful literature suited to the needs of children. This feature has turned the attention of the young people entirely away from Oliver Optic, and the demand for Alger and Henty is not one-half what it was formerly.

LEVERETT. Delivery stations are supported at East Leverett, North Leverett and Hillsborough, 50 volumes being placed in each of these villages, and exchanged from time to time.

LEXINGTON. Beginning with September, the Cary Library has opened its doors on Sundays from 2.30 to 5.30 P.M. for reading-room privileges only.

LEYDEN. Over 200 volumes were added to the library by the gift of Mrs. Elijah Brown of New York City.

LITTLETON. Mr. E. M. Raymond of Charlestown has presented to the library Gilbert Stuart's painting, called "The Market Girl," and the most prominent available wall space has been assigned to this valuable gift.

LONGMEADOW. This little town has increased its appropriation from \$100 to \$150, in addition to the refunded dog tax, and small contributions for book purchase have been received from various persons. Special efforts are made to meet the needs of the teachers and pupils in the public schools. The library has been removed from cramped quarters to a spacious room in a vacant school building, for which suitable furnishings have been provided by generous citizens.

LYNN. The special collection of local history and genealogy, made up of clippings from current periodicals, etc., now comprises 80 volumes, and, being well indexed, is of great value and interest. The system of open shelves has been considerably extended.

LYNNFIELD. The library has received a legacy of \$1,000 from the late Mary U. Nash.

MALDEN. Mrs. L. S. Hoyle bequeathed \$8,000 to the public library, establishing a permanent fund to be known as "The Syfferman Memorial Fund." Commenting upon a loss of 18 volumes in the children's room, the trustees say: "The saving of a few dollars in the salaries of attendants and the fancied convenience of the public, which are the stock arguments of the advocates of open shelves, are of less importance than the nursing of dishonesty by favorable opportunities in the alcoves of a public library."

MANCHESTER. Among the gifts of the year to the library have been a bust of Daniel Webster, a portrait of Cyrus A. Bartol, D.D., and 100 bound volumes, many of which are costly and valuable. For the young people's use a special collection of 200 juveniles is placed upon open shelves near the delivery desk.

MARLBOROUGH. A lot valued at \$6,000 has been presented to the city and adopted as the site for the new library building, for which Andrew Carnegie has given \$30,000. The donors are John A. Frye and the Hon. S. Herbert Howe. Local donations to the building fund now amount to about \$3,000. A committee is considering plans preparatory to beginning the foundations early in the coming spring. The city hall was burned on the night of Dec. 25, 1902, and with it the library, about 20,000 volumes.

MATTAPOISETT. At the February town meeting, George H. Purring-ton, Jr., a citizen of Mattapoisett, offered \$10,000 to the town for a library building. Samuel D. Warren has offered a suitable site, provided the plan adopted is acceptable to him, and a committee is now considering plans submitted by Ward P. Delano, a Worcester architect.

MEDFORD. Once a week the children's librarian reads to such young people as care to listen, — something of more permanent value than they would be likely to select if the choice were left to them. The results of this experiment have been quite gratifying. The placing of dissected maps and Chinese puzzle blocks upon the tables of the children's room not only has had a quieting effect upon a restless element which it is very desirable to entice from the temptations of the street, but these games prove real educators and civilizers, where books alone might not offer sufficient attractions. The children are delighted with them, and often fifty or more can be seen in one small room busily and happily employed.

MEDWAY. The five years' agreement made in 1897, whereby, in consideration of receiving one-fourth of the town's annual appropriation for library purposes, the Dean Library Association opened its library free of charge to the citizens of Medway, expired in 1902. This library will continue free to the town's people as well as to stockholders.

MELROSE. Plans for the new public library building have been accepted, and work upon it will begin early in the spring. In addition to the \$25,000 given by Andrew Carnegie, \$1,500 was given by A. P. Jones, \$1,000 by Daniel Russell, \$1,000 by Moses Page, \$1,000 by S. S. Houghton. Whatever further sums may be contributed will be used for interior ornament and furnishing. The building will be two-storied, with a basement, and an ell at the rear for the stack room. Provision will be made for an art room. The site chosen is upon Emerson Street.

MERRIMAC. By the will of the late James Whittier the library trustees came into possession of a dwelling house, the rent of which will be available for the purchase of books.

MIDDLEBOROUGH. Work upon the Thomas S. Peirce Library building at Middleborough has been interrupted by labor troubles, and probably will not be renewed until the opening of spring. The foundation is completed, and considerable material for construction is delivered. The lot, 150 feet square, has been provided by the trustees of the estate from the Peirce property. The main building, 45 by 75 feet, and two-storied, will be of slow-burning construction, the walls being of pink brick with gray terra-cotta trimmings. The roof will be of slate. The architectural details are in Greek Ionic style. The stack will occupy a fireproof ell at the rear, 30 by 40 feet. By the entrance under a central pediment dignified by two massive Ionic columns supporting it, the vestibule is entered, and opens upon the delivery hall, which will be ornate with coffered ceiling and Corinthian pilasters. On the right will be the general reading room, and on the left a children's room, each with wall shelving for books of reference. The framing of the floor above will form the ceiling of these rooms. The librarian's office opens from near the centrally placed delivery desk, and has a small staircase leading to the upper floors. The stack is to be of iron with glass floors, arranged in three low stories, one being above and one below the delivery level. A prominent staircase will lead from the delivery hall to a hall for art exhibition; and entered from this are a trustees' room, a Peirce memorial room,

and other rooms appropriate for uses which may arise hereafter. The basement will be provided with all the usual conveniences and plants. Heating will be effected by both direct and indirect steam radiators, and lighting will be by both electricity and gas. Frederic N. Reed of New York is the architect, W. H. Southworth, Joseph E. Beals and Dr. E. S. Hathaway the building committee. The library will cost \$50,000, and the remaining \$50,000 of the Peirce bequest will constitute a permanent book fund.

MILTON. At the March town meeting \$50,000 was appropriated for a new library building. Plans have been selected, a site has been given by several citizens; and work upon the foundations begun. A plan of house-to-house delivery for the west end of the town was inaugurated as an experiment in January, 1902. Every Thursday a messenger is employed from 8.30 A.M. to 3.30 P.M. in delivering and collecting books, messages, etc., for which service he is paid \$5, the expense being met in part by the bequest of Governor Wolcott. The number of borrowers at the first delivery was 23, and there has been a steady increase, until now the average is about 80. The cost of delivery is therefore about seven cents per volume. Three reading rooms, at East Milton, Mattapan and Russell, are now supported. James M. Barnes has added to the library over 50 volumes of permanent value, and John Willard has given about 100 colored photographs of scenes in Japan.

MONROE. To better accommodate all sections of the town, the library has been divided into two equal collections of books, one being kept in each of the two villages.

MONTAGUE. The superintendent of the schools has given each teacher a list of books to be found in the library suited for the use of the grade of pupils she has in charge, and each of these pupils is required to read a certain number of the books during the term. The teachers have free access to the shelves, and assume responsibility for books borrowed for the schools.

MONTEREY. The library, nearly wrecked by the cloudburst of August, 1901, has been put in good condition again.

MOUNT WASHINGTON. The library, heretofore kept in the meeting-house, an out-of-the-way location, has been divided into two equal portions and shelved in the two schoolhouses, to be under the care of the teachers during the school terms, and open to the public in vacations as formerly on Sundays.

NATICK. The Bacon Free Library has received from the estate of H. H. Hunnewell, late of Wellesley, three pieces of bronze statuary and a valuable bronze mantel clock, now decorative

features of the reading room. Miss Nellie L. Fox, librarian of the Morse Institute for the past twelve years, gave up her position before her marriage, and her assistant, Miss Mira R. Partridge, has been promoted to the vacancy. The Young People's Library, established through the generosity of John O. Wilson, proves an exceedingly popular department of the institute.

NEW BEDFORD. There being no space available for a children's room in the library building, a children's corner has been improvised and suitably equipped. A friend has given a selection of juveniles, "books for mothers to read to their children," which finds a field of usefulness. Two boys' clubs are utilized as distributing stations, 50 books being sent them at stated intervals, and loaned under the direction of the responsible heads of the clubs. A "Tabard Inn station" has been established in the reading room, its books going into free circulation under the same regulations as apply to those upon the library shelves. A rental of \$250 per year is paid for the monthly service of 250 volumes. Three months' trial proves this innovation popular and on the whole satisfactory, relieving somewhat the pressure for current fiction and much-sought-for new books. Photographs are at all times on exhibition, the selection being changed every Saturday, and attention paid to systematic grouping and sequence.

NEW MARLBOROUGH. The library in this town was established in 1901, by aid of the State's gift of \$100 worth of books, the town's appropriation being \$25. There are five villages in New Marlborough, separated three or more miles from each other. The books collected, now over 500 volumes, are distributed to the villages, five cases having being made for the purpose, and a trustworthy and interested person selected for the charge of each. Some needed supplies and 15 volumes were bought by the proceeds of an entertainment given by the young men of the town, and the Woman's Education Association, through Miss Alice G. Chandler, has given generous aid.

NEW SALEM. Three branch libraries have been established.

NORTH ADAMS. From the librarian's report for 1901 we glean the following: The children's reading room, opened the past year, has proved attractive and helpful. "The registration shows not only that a great many different children used the room, but also that it was most popular with those who most needed the influence of its beautiful books and pictures." "To arouse an interest in nature study, talks were given in the children's room on birds and wild flowers by teachers of the public schools. These talks were illustrated by books, colored pictures, and by

specimens of the flowers themselves. They were well attended, many of the children remaining to ask questions and to examine more closely the pictures and flowers." A beginning has been made "of teaching the high school scholars, by test questions, how to use the library, and especially its reference books, in writing their essays." It is hoped to carry the same instruction with the necessary modifications into the higher grade of grammar schools. It is a decided change to turn from the grown-up person who must have one of the season's "best-selling" books right away, to the child who wishes "quite a joyful book;" or the fourteen-year-old boy, who insists, even when laughed at, on a "love story," and a love story with a happy ending; or the little girl who has to be careful what she reads, for fear of "seeing things at night." This latter might be a warning to librarians not to put mystery stories in select lists of the best reading without some hint that they are "loaded." Three new branches have been established, at Beaver, Houghtonville and Braytonville.

NORTHAMPTON. "In the last decade or two a practice has grown up among American libraries of lending books to one another for the use of scholars, which, if it increases at its present rate and is fostered by the much-desired cheap library postage, will end in making all the books in the United States accessible for investigation everywhere. Of this system the Forbes Library has availed itself frequently for the benefit of its patrons, and it has returned these favors, though not to its benefactors, by lending freely outside of the city whenever called upon; 260 persons are now borrowers on its inter-library loan register. Books and photographs go in all directions, and the warm thanks received show that the practice is justified by the good it does."

NORTH ANDOVER. The library has received \$100 from Miss C. A. French.

NORTH ATTLEBOROUGH. Mrs. H. F. Barrows, Jr., presented to the library, in memory of her daughter, a beautiful collection of children's books, to be known as the "Maude Barrows Memorial." This occupies special shelves in the children's alcove. A collection of about 30 books upon music and musicians has been added by gift of "The Orpheus," a ladies' society. Mrs. Edward I. Richards' gift of cork carpeting for the floor is highly appreciated by all who use the reading-room.

NORTHBOROUGH. Cyrus Gale, the donor of Northborough's beautiful library building, has given \$500 for the publication of finding lists.

NORTHBRIDGE. The villages of Rockdale, Linwood and Northbridge Center are supplied with books from the Whitinsville Social Library by carrier. For this service the town appropriates \$150.

NORTHFIELD. The donor of Northfield's beautiful library building, E. M. Dickinson, continues his interest in the library as his annual gifts attest. The past year he has given it a collection of coins with case, an original petition to King George, and sundry other interesting articles for the museum, which is gradually growing in attraction and value.

NORTH READING. The library has been reclassified. It has been enlarged by many gifts of books, and has received a portrait of Dr. George Frederick Root, the noted musician and composer, whose boyhood was spent in this town.

OXFORD. Plans for a library building, for which three years ago Charles Larned of Boston offered to defray two-thirds of the cost, are under consideration, and a site has been selected.

PITTSFIELD. The Berkshire Athenæum has received from unnamed friends the two magnificent volumes of "The Birds and Eggs of Ohio," the bookseller's price of which is \$500. The crowded condition of the museum suggests consideration of the advisability of transferring its collections at an early day to the new Museum of Art and Natural History, soon to be established by Zenas Crane. The Athenæum has engaged the service of the Tabard Inn Library, at a yearly rental of \$150. A large revolving bookcase is stationed near the delivery table, and furnished with 125 books monthly if required. At the close of each month such of the volumes as are not desired longer are returned to Philadelphia and exchanged for others, the Tabard Inn Association paying all expenses. The books are loaned for one week only, but in other respects are as free to the public as those in the stacks. This scheme frees the library from the cost of buying books to satisfy a temporary demand, and is proving so successful and popular a feature that the librarian, H. H. Ballard, proposes an increase of the service to 250 books per month. A "quarterly bulletin," giving accessions and other library news, is issued, the cost of which is met by receipts from advertisements.

PLYMOUTH. The Dewey system of classification and the Brown charging system have been introduced. A gift of \$50 has been received from John Bartlett of Cambridge for the purchase of current literature, and the late Mrs. Lucy J. Parker of Boston bequeathed her books, about 3,000 volumes, to the library. In June the library was removed from the cramped and dingy quar-

ters which had long been leased for it to the beautiful and commodious new building. This was given to the Plymouth Public Library by Thomas Russell, Lydia G. R. Allen and Marion R. Townsend, in memory of their father and mother, the late William Goodwin Russell and Mary Ellen Russell, both natives of Plymouth. It is about 60 feet front by 40 feet in depth, faces North Street, and forms the base of a terrace at the sides of which are low brick walls; and in front on the street is a row of venerable linden trees. The outer walls are of a warm gray brick, with Indiana sandstone trimmings. It is a one-story building, and the architecture is of a classical type. The interior is practically one large, high room, the stack on the left being separated from the reading room on the right by large pillars, between which is the librarian's desk. There is a small librarian's room formed with a bow at the rear, with a similar room above, occupied by a collection of 4,000 mounted photographs of the masterpieces of Europe owned by the library. The cost of the building was about \$25,000. The architects were Everett & Mead of Boston.

PLYMPTON. The local association, which has for several years been soliciting funds for a library building, has selected plans, begun foundations, and will enter upon construction in the coming spring. A gift of \$3,000 and the contribution of \$1,200 by the Village Improvement Society has forwarded the work of the association.

PRESCOTT. One branch library has been opened, and another in an outlying district is contemplated.

QUINCY. Albert Crane has purchased the French homestead, adjoining the library lot, for presentation to the city. The house has been removed, and the land will be suitably graded so as to much increase the area and attractiveness of the library grounds.

RANDOLPH. A well-selected collection of books in the German and French languages, about 250 volumes in all, has been added to the library. A lecture room and an art department have also been opened.

READING. Andrew Carnegie has offered the town \$12,500, upon the usual conditions for the generous and perpetual support of the library.

REVERE. The new library building will probably be completed in the spring of 1903. It is located upon the corner of Beach and Library streets, the lot having been purchased for this purpose in 1896. The cost of the construction is met chiefly by the gift of \$20,000 from Andrew Carnegie, offered in October, 1901, provided that a site should be furnished by the town and an

annual appropriation of at least \$2,000 guaranteed. There is also available the fund of \$3,000, raised some years ago by the Revere Women's Club for library uses; and the legacy of the late S. Augustus Hall, amounting to \$1,500, will be used in finishing and furnishing the reading room. The building is from the design of S. Adams Webber, of red brick with sandstone and gray brick trimmings, 82 by 61 feet in plan. The main structure is 62 by 42 feet and the stack room 18 by 38 feet, having a capacity for 30,000 volumes. The main floor is practically one hall, 14 feet in height, 80 by 19 feet; but divided into a children's room, 19 by 30 feet; a general reading room, 19 by 30 feet; and the delivery room, 18 by 18 feet. The last is open to the dome 30 feet above the floor. The second story will be adapted for a historical room.

RICHMOND. The library has been removed to quarters more centrally located and commodious in the house of Franklin Barnes, Jr., and Mrs. Barnes has been appointed librarian. This change seems to promise growth in the library and much greater usefulness. New shelving has made systematic classification possible. Many choice books have been added by gifts. The public now have access to the shelves every week-day afternoon and evening, and the six public schools serve as distributing stations so far as is possible.

ROCHESTER. A branch has recently been opened at North Rochester. Books are also occasionally delivered free at East Rochester and Pierceville. The permanent fund of the library has been raised to \$1,000 by the gift of \$500 from Mrs. Elizabeth G. Leonard, recently deceased. At her death the library inherited her private library of about 400 volumes, a large statue, "Hide and seek," etc.

RUSSELL. The library has been removed from a private residence to a public building, and a reading room opened. It is planned to establish a second branch of the library at the mill village, the paper company agreeing to furnish a room lighted and heated for its use.

SALEM. By the will of Captain W. J. Cheever, late of North Andover, filed Aug. 9, 1902, \$5,000 is given to the Salem Public Library and \$20,000 to the Essex Institute.

SHERBORN. Additional shelving becoming a necessity, it was decided to depart from the usual custom of building permanent tiers of shelves, and boxes were ordered and made at a factory near by, costing two or three cents per volume capacity. These form a sort of "elastic cabinet" the units of which are interchangeable or removable at pleasure.

SHREWSBURY. The new library building approaches completion. It is a two-story structure, of brick with limestone trimmings above a granite base. Jubal Howe, to whose munificence the town owes this benefaction, was born in Shrewsbury, Dec. 27, 1793, but made his fortune in Boston in business as a jeweller, and became a resident of Newton. He died Feb. 2, 1874, leaving his estate to his only daughter for life, and making the town of Shrewsbury residuary legatee. She died in 1898, and the amount originally accruing to the town, \$41,000, has increased to over \$51,000; \$20,000 of this will be reserved as a fund for library support, and the remainder expended for the building and its furnishing. The ground plan is 56 by 38 feet, with a rear wing for stack 36 feet square.

SHUTESBURY. The sum of \$1,580 has been received as principal and interest of the legacy of Mirick N. Spear, late of Amherst.

SOMERVILLE. With the year began the experiment of giving the public free access "to all its books that are available to card-holders." Sunday-schools are given the privilege of borrowing books to the number of 100,— "week books" excepted. A special school librarian now devotes her whole time to school service, visiting and consulting with the teachers, addressing the scholars, selecting books for the school libraries, and giving instruction in the best use of reference books, etc. The system of house-to-house delivery of books by boy carriers is continued, and works well in the outlying districts of the city. The boys receive two cents per volume from the borrower, obtaining and returning the books. The cards issued by the librarian of the Congressional Library are secured so far as available.

SOUTHAMPTON. By the will of Mrs. Phebe T. Sheldon, late of Southampton, the Free Public Library will receive a bequest of \$1,000.

SOUTHBRIDGE. The offer of Andrew Carnegie to give \$20,000 for a library building was declined by the citizens of Southbridge at a town meeting in April, with a vote expressing due appreciation of his generosity. This action resulted from the desire of Jacob Edwards, a wealthy manufacturer of Boston and a native of Southbridge, to bestow upon the town a library building completely equipped, including its site. He has long had this proposition in mind, and at least \$50,000 is the sum named as his probable expenditure. There has been unexpected delay in the selection of the site.

SOUTH HADLEY. William H. Gaylord of South Hadley, who presented the soldiers' monument to the town several years ago, has given

\$25,000 for a library building at South Hadley Centre. The gift was contingent upon the location of the building upon a site owned by a Village Cemetery Association, and has been accepted by a chartered society, which will be known as the Gaylord Memorial Association. The foundations of the edifice have been laid, and the construction will go forward as fast as the weather will allow. The library will be under the management of the association, but free to all citizens of the town. Mr. Gaylord also will give \$10,000 as a permanent fund, the income of which is to be used for the purchase of books.

SPRINGFIELD. Charles M. Kirkman, late of Springfield, bequeathed to the City Library Association \$10,000, half of which is devoted to beautifying the library grounds and half to the purchase of books. John Cotton Dana, after holding the position of librarian for four years, resigned on Dec. 3, 1901, to accept the same position in the Free Public Library at Newark, N. J. Hiller C. Wellman, librarian at Brookline, was chosen to fill the vacancy, and entered upon his new duties early in 1902. A branch was opened at Indian Orchard Dec. 16, 1901, various citizens and corporations contributing the cost of rent, fuel, lights, etc. The delivery of books to the homes of borrowers, after adequate trial, seems not altogether a success, but is continued as a private enterprise, under library supervision, the messenger paying all expenses and receiving all fees. He takes with him on his circuit a travelling library of 30 or more attractive books, from which his patrons may select if they fail to receive the volume applied for, or are disappointed with it when delivered. A bequest of \$500, the income of which is to be used for buying works upon dental science, has been received from the estate of Dr. J. Searle Hurlbut.

STOCKBRIDGE. Four thousand dollars have been appropriated by the town for improvements in the library.

STOUGHTON. The trustees of the Stoughton Public Library have received an offer from a former resident of the town of a library building to cost \$25,000, if the town will purchase a suitable lot and agree to maintain a room in the building for the use of the historical society. Mr. Carnegie was appealed to about a year ago to contribute a library building to the town, but he is not the donor. It is made a condition that the giver's name shall not be revealed by the trustees. The public library is at present in the town hall, and has outgrown its quarters.

SUNDERLAND. In December, 1901, the library received \$500 to establish a book fund, from Henry W. Taft, Esq., a trustee of the Berkshire Athenæum, and resident of Pittsfield.

TAUNTON. On May 8 a communication was received by the city council from Andrew Carnegie, offering \$60,000 for a public library, upon condition that a suitable site should be furnished, and the annual appropriation of \$6,000 for library support should be guaranteed. The offer was formally accepted, and a site has been selected.

TEMPLETON. There are three villages in this town, severally two, three and four miles from the central library. Every week a bundle of books is sent to each of these villages, so that the residents are nearly as well served as those who live near the library. Magazines are placed in circulation under the same regulations as other books.

TOWNSEND. A free delivery station has been established at West Townsend, through the generous support extended by Mrs. Charles S. Homer of New York City. A marble bas-relief medallion of Longfellow has been received from E. M. Raymond of Charlestown.

UXBRIDGE. Work with the schools has been rather more extensive than usual. It has been found that lists of interesting books, made up by the librarian and the superintendent of schools jointly, have been very useful in bringing new youthful borrowers to the library. The lists are limited, and each pupil is expected to read at least one book of the list appropriate to his grade. The selection considers attractiveness as well as healthful quality of literature, in the especial hope of enticing the children of a large foreign population into the habit of reading. Mrs. Sarah L. Macomber, who died four years ago, willed to the trustees of the library \$1,000, "to use for the benefit and assistance of worthy young persons struggling to obtain an education, either by free public lectures or otherwise as shall seem to them wise, the same to be thus used and expended within five years from her death." The estate has but recently been settled, and the bequest has dwindled to \$750, which will probably be expended the coming year for lectures and books.

WALPOLE. In 1896 the sum of \$5,000 was received from the estate of Hon. Francis W. Bird, and placed at interest as a building fund. Last year Andrew Carnegie offered the town \$15,000 for a library building, which was accepted, and the usual guarantee of support voted. The sum of about \$21,000 being thus available, and a prominent site at the corner of Lewis Avenue and Common Street having been given for the purpose by Charles S. Bird, a son of the earlier benefactor, plans were perfected and construction begun in the spring of 1902. The building is of

red brick with Indiana lime-stone trimmings, one-storied, and classic in style, based upon a granite foundation. The roof is of slate, with copper cornices. The interior arrangement and finish conform to modern models, save in one particular. A novel feature is the separation of the stack from the other part of the structure by a fireproof screen, which can be drawn up and down like a curtain.

WALTHAM. The family of Gen. Nathaniel P. Banks has presented his portrait to the library. A reference room has been established, furnished with shelves for art books and wall space for the exhibition of pictures. A children's room has also been provided, and supplied with juvenile literature and bulletin boards, upon which timely lists, etc., have been displayed on holidays and other dates of popular interest.

WARREN. A fine collection of our native birds has come to the library as a legacy from Mrs. Arvilla E. Elwell.

WATERTOWN. The annex to the library, built about two years ago, has been furnished throughout. The principal room is called Hunnewell Hall, and is used as a reference and reading room. It has been tastefully and substantially fitted up for this use, and supplied with a large and choice collection of books. By request of the generous benefactor, H. H. Hunnewell, a bronze tablet to the memory of Dr. Walter Hunnewell, the noted Watertown physician, who died at the age of eighty-seven in 1855, holds prominent place upon its wall. The room beneath this, of the same size, 30 by 40 feet, is called the Pratt reference room. This is similarly furnished with oak wall cases, tables, chairs, etc., and with a collection of books upon sociology and the useful arts in all their departments. The sons of Charles Pratt, founder of Pratt Institute at Brooklyn, N. Y., provided for the new fittings of this room. The expenditure for furnishing these rooms, for the new library bureau stack, etc., has been over \$12,000, of which the town's appropriation was \$8,500. The reclassification of the books by the Cutter system is near completion, and has been continued without inconvenience to book borrowers. "The much-dreaded mass of public documents, which many librarians push into their attics or basements, become a delight and a source of useful information when arranged in order, and brought out in the card index by subjects and authors." The children's room is small, but proves a very useful department; and co-operation with the schools has developed new activity through the helpful energy of the school superintendent.

WAYLAND. Mrs. Sarah E. Heard, for more than sixteen years the faithful and efficient librarian of Wayland Public Library, resigned in July, 1901, and Everett Small has succeeded her in that position.

WEBSTER. The library has been removed to new quarters, rented on the second floor of Columbia block, where it finds some improvement in space and light.

WENDELL. A branch has been started at the village of Farley, which lies partly in Wendell and partly in Erving. About 40 duplicate volumes were given as a foundation library, and as many more are loaned as needful. Gifts of a desk, chair, card cabinet with cards, etc., have been received; also 428 volumes from Marshall Field of Chicago, being a part of the old library of Conway. The room in the town hall is now too small for this growing and very useful library, and it deserves a building of its own.

WESTBOROUGH. The late Ellen E. Bixby, a native and life-long resident of Westborough, made the town her residuary legatee. The assets from this bequest may reach the sum of \$3,000, and will be expended "in such manner as the trustees of the library may determine." It will probably be added to the building fund, which now amounts to nearly \$10,000.

WEST BOYLSTON. In the new town hall generous provision is to be made for the library, and it is expected the rooms will be ready for occupancy in the spring of 1903. Miss Edna C. Baldwin became librarian September 1, Miss Susie E. Jewell having resigned.

WESTFIELD. The funds of the Athenæum have been increased by the receipt of \$5,000, the legacy of Addison C. Rand, a native of Westfield.

WESTFORD. The library has been reclassified, and furnished with a card catalogue and printed finding lists. Valuable additions have been made to the art collection, as follows: by Charles H. Prescott of Harvard, an antique hall clock; by Charles Hildreth of Westford, Hicks' engraving of "Authors of the United States;" by E. M. Raymond of Charlestown, a copy of Guido Reni's "Daughter of Herodias," by Chatelain; a hammered iron panel by a Japanese artist; a copy of Guido Reni's "Aurora;" a copy of the same painter's "Diana and Cupid;" "Byron," by Hobday, London, 1820; "Rough Water," a painting by C. E. Davis; a copy of Lavinia Fontana's "La Donna Samaritana," by Rescigno; two figures by Rogers; and a marble statue of "Pocahontas and a Deer," by Mozier.

WESTMINSTER. The dedication of the Forbush Memorial Library took place August 22. Gen. Nelson A. Miles, a native of Westminster, was the special guest of the occasion, and made a brief address. The building has cost over \$18,000, of which sum \$10,000 was the bequest of Charles A. Forbush, "in memory of the late Joseph W. Forbush," his cousin. The town appropriated \$800 towards the purchase of the site and \$1,000 for grading and incidental expenses. The remaining sum was raised by subscription. The memorial stands a short distance from the street, in a green lawn three-fourths of an acre in extent. It is constructed of gray pressed brick, upon a granite foundation, the trimmings being of Indiana limestone. The roof is of slate, with copper gutter work. The upper story is occupied by a hall fitted up as an art room and museum. On the main floor the delivery counter, occupying a central position, commands the reading room on the right and a reference room on the left. Behind it are the book shelves and the librarian's room. The finish and furniture are of quartered oak. Wiring for electricity has been introduced, but for the present the lighting plant consists of a gasoline storage tank, located some distance from the building, connected with 66 lights, automatically fed by a Springfield machine run by water power. The basement is given to the usual heating, storage and lavatory conveniences.

WEST NEWBURY. The librarian reports increase in the hours when the books are accessible to the public; the granting of greater privileges to teachers and pupils of the schools; an increase in the demand, especially by boys, for books upon natural science; and a gift from Mrs. Thomas Smith of over 30 volumes of history and biography for youthful readers.

WEST SPRINGFIELD. The library has been improved by the addition of metallic book stacks.

WEST STOCKBRIDGE. The library has been removed to a new room in the town building. Distributing stations have been established at West Center and State Line.

WESTWOOD. A collection of books, 1,000 in number, received from the late Miss Lucy Ellis, has been placed in a special alcove, although free for circulation.

WEYMOUTH. The proceeds of a fair held under the auspices of the South Weymouth Improvement Association, amounting to \$674.22, has been placed at the disposal of the trustees of the Fogg Library, to be expended for the benefit of that institution as they deem advisable. The Tufts Library distributes books through eight delivery stations.

WORCESTER. A new steel stack has been placed in the upper story. The high reading room for magazines, literary, scientific and art papers has been divided by making a well-supported floor even with the upper gallery, and twelve windows have been placed in the walls of the lower room. The lower room is used for the same purposes as before; the upper room is used for storing books belonging to the circulating department and the children's department. The children's room has been greatly enlarged, and a reference room of increased size and a reading room for magazines and papers have been provided. The lecture hall has been lined with glazed cases for the working books needed by art students, and has been fitted up as headquarters for students of the arts of painting, sculpture, etc. A clock and station boxes to be visited several times in the night by the watchman have been installed. The great work of reclassifying and recataloguing the books in the circulating department and of revision of the catalogues of the reference and intermediate departments, begun Sept. 1, 1894, has been finished during the year. Now every book in all the departments may be found in a single alphabet, in a great card catalogue. Users of the circulating department now have not only free access to several thousand books, mainly the new books, but upon application are admitted to such sections of the books in that department as they wish to examine. The great card catalogue is on the dictionary plan, and is a carefully made subject as well as author catalogue. New card catalogues for the circulating department and the children's room have also been made, and new cases for the three catalogues and for the finding list, which has been made in connection with the cataloguing, have been procured and put in position. Popular bibliographical talks, exhibitions of photographs, engravings and rare and luxurious books and the other educational features of the library have been continued during the year as hitherto.

WRENTHAM. The trustees' report states that the circulation of books for home use from the Fiske Library in 1901-1902 was 14,200, and claims that this is "larger in proportion to population than that of any other town in the State." As the population of the town by the last census was 2,720, the per capita circulation was 5.2 volumes, — a very excellent showing, but surpassed by many towns, and nearly doubled by four or five.

THE WOMAN'S EDUCATION ASSOCIATION.

From all parts of the Commonwealth come to us grateful acknowledgments of the untiring beneficence of the Woman's Education Association. The 43 travelling libraries of this society, containing 1,237 books, have, during 1902, made 49 journeys to country villages, and a circulation of 3,448 volumes for home use is reported. Of these, only 46 per cent. were fiction. The places enjoying the privileges thus afforded them are : —

Acushnet,	Groveland,	Pelham,
Alford,	Hancock,	Plainfield,
Brimfield,	Heath,	Rowe,
Cheshire,	Huntington,	Russell,
Chilmark,	Lakeville,	Rutland,
Clarksburg,	Leverett,	Sandisfield,
Colrain,	Littleville (in Ches-	South Yarmouth,
Conway,	ter),	Wales,
Cummington,	Monterey,	Washington,
East Freetown,	North Chester,	Wendell,
Farley (in Erving),	Oakham,	West Leyden,
Florida,	Otis,	West Stockbridge,
Goshen,	Paxton,	Windsor.

Special travelling libraries for study clubs, 8 in number, upon Venice, Florence, Rome, English architecture, Shakespeare, Italian art, Egypt and French art, have proved of great service, especially when supplemented, as they often are, by readings or lectures to the clubs by competent scholars, or those who have had the experience of foreign travel. A special juvenile library just entering upon its travels is now at Colrain, and promises to attain great popular favor. Four special ornithological libraries, of 22 volumes each, besides wall charts, etc., prepared and loaned by the Massachusetts Audubon Society, are sent out in January and July for a six-months sojourn. These are sometimes placed in charge of the school superintendents of the locality. The towns this year favored with these books about birds have been : East Longmeadow, Chester, Topsfield, Barnstable, Sunderland, Warren, Hamilton and Cotuit. Twenty-two collections of pictures have afforded 188 exhibitions in 140 different localities. The loans have been made to the school superintendents wherever, as is not

seldom the case, the public library has no room in which to display them. Ten superintendents have during the past year made use of them in their school rooms. Two beautiful collections of photographs of scenery in the Yosemite valley and along the Canadian Pacific Railway have been added to the treasures of the association by Mrs. George Russell Agassiz of the Free Public Library Commission, and will soon be put in circulation. The association receives many books and magazines from various donors, which are distributed among the most needy libraries and reading rooms. A very valuable collection, embracing over 600 photographs of scenes in Australia, New Zealand and Tasmania, was some months ago received from Mrs. Dane, and have been divided into six sets for exhibition.

The increasing public interest in pictorial art is shown by the larger demand year by year for the loan of the collections belonging to the Library Art Club and the Woman's Education Association; but an even stronger proof of this encouraging fact is the increasing number of libraries and schools, not only in our large cities but in the rural sections of the State, which possess, by gift or purchase, collections of their own, — collections constantly growing in value, and always an educational power, a perennial source of pleasure to the old as well as the young.

One of the new branches of work entered upon by the association is the preparation of lists of the best new books. These lists are printed in the spring and fall, and are intended to help those libraries which are far from book centres, and likely to be dependent on the bookseller's selection. These lists have been received with warm appreciation by the country librarians, and their issue will be continued.

THE LIBRARY ART CLUB.

Reports from the libraries which hold membership in the Library Art Club give enthusiastic evidence that this organization, which was incorporated June 14, 1900, is steadily advancing in popular favor and usefulness. It is much to be regretted that the managers of many of our town libraries seem ignorant of, or do not appreciate, the educational advantages, as well as the pleasure which can be purchased by the small annual fee required for admission to this club.

Exhibitions during 1902 have numbered 790, or 170 more than during the previous year. Of the pictorial collections, 67 in number, 45 have been bought for the society, the others coming to it by gift or loan. The latest additions have been: 100 photographs of the English lake district; 100 of Granada and the Alhambra; 216 of Italian art; 84 of Perugia; 68 of Pagan Rome; 50 of Rouen; 160 of Scotland; 201 of Switzerland; 100 of the paintings of Velasquez. The list of members now numbers 101, of which 79 are Massachusetts libraries. The president is Miss Alice G. Chandler, Lancaster, Mass.; and the secretary, Miss Mary E. Sargent, Medford, Mass.

During the year the interest in the libraries of the State has been materially stimulated by the meeting of the American Library Association at Boston and Magnolia in June, and the several meetings which have been held by the Massachusetts Library Club, and especially by the local clubs, the Bay Path, the Western Massachusetts and the Cape Cod clubs. From these local clubs the small libraries derive much encouragement and benefit.

The interest and effort in all the broader aspects of library work has never been so widespread and effective as at the present time. The libraries and the schools are gaining help, each from the other, and all for the general intellectual advancement of all the people.

C. B. TILLINGHAST.

E. P. SOHIER.

SAMUEL SWETT GREEN.

HENRY S. NOURSE.

MABEL SIMPKINS AGASSIZ.

APPENDIX I.

A ROLL OF HONOR.

LIST OF GIVERS OF FREE PUBLIC LIBRARY
BUILDINGS IN MASSACHUSETTS.

GIVERS OF FREE PUBLIC LIBRARY BUILDINGS IN MASSACHUSETTS.

ACTON, . . .	Gift of Hon. William A. Wilde of Malden.
AMESBURY, . . .	Bequest of Mary A. Barnard and others.
AMHERST, NORTH, . . .	Mainly the gift of citizens.
ANDOVER, . . .	Gift of citizens.
ARLINGTON, . . .	Gift of Mrs. Maria C. Robbins of Brooklyn, N. Y., as a memorial of her husband.
ASHBURNHAM, . . .	Gift of George F. Stevens.
ASHBY, . . .	Gift of Edwin Chapman of Boston.
AYER, . . .	Gift of Frederick F. Ayer of New York.
BARNSTABLE, . . .	Gift of Hon. William Sturgis of Boston.
BARRE, . . .	Gift of Henry Woods of Boston.
BECKET, . . .	Gift of Miss Blanche Perkins, as a memorial of her parents.
BELCHERTOWN, . . .	Bequest of John Francis Clapp.
BELMONT, . . .	Gift of Henry O. Underwood.
BERNARDSTON, . . .	Gift of Hon. Henry W. Cushman.
BILLERICA, . . .	Gift of Mrs. Joshua Bennett.
BLANDFORD, . . .	Gift of Mrs. Josephine E. S. Porter of Hartford, as a memorial of her son, Edgar Sheffield Porter.
BOLTON, . . .	Gift of Annie Eliza Whitney of Lancaster.
BOURNE, . . .	Gift of Miss Emily H. Bourne, as a memorial of her father, the Hon. Jonathan Bourne.
BRAINTREE, . . .	Gift of Gen. Sylvanus Thayer.
BROOKFIELD, . . .	Gift of William A. Banister of New York.
CAMBRIDGE, . . .	Gift of Frederick H. Rindge of Los Angeles.
CANTON, . . .	Gift of Augustus Hemenway.
CARLISLE, . . .	Gift of Mrs. Joanna Gleason of Sudbury.
CHARLEMONT, . . .	Gift of E. R. Goodnow and other citizens.
CHATHAM, . . .	Gift of Hon. Marcellus Eldredge.
CHELMSFORD, . . .	Gift of Amos F. Adams of Boston.
CHELSEA, . . .	Gift of Hon. Eustace C. Fitz.
CLINTON, . . .	Gift of Andrew Carnegie.
CONCORD, . . .	Gift of William Munroe.
CONWAY, . . .	Gift of Hon. Marshall Field of Chicago, as a memorial of his parents.
CUMMINGTON, . . .	Gift of William Cullen Bryant.
DALTON, . . .	Gift of the Crane family.
DANVERS, . . .	Gift of George Peabody.
DARTMOUTH, SOUTH, . . .	Gift of John H. Southworth of Springfield.
DEDHAM, . . .	Bequests and gifts of citizens.
DEERFIELD, . . .	Bequest of Mrs. Esther Dickinson.
DENNIS, . . .	Bequest of Jacob Sears.
DUXBURY, . . .	Gift of Mrs. George W. Wright, as a memorial of her son, George Buckham Wright.
EAST BRIDGEWATER, . . .	Gift of Cyrus Washburn of Wellesley.
EASTHAMPTON, . . .	Gift of Mrs. Emily G. Williston.
EASTON, . . .	Gift of Hon. Oliver Ames and Mrs. Sarah L. Ames.
ESSEX, . . .	Bequest of T. O. H. P. Burnham of Boston.
EVERETT, . . .	Gift of Albert M. Parlin, as a memorial of his son.
EVERETT (<i>Glendale</i>), . . .	Bequest of William Shute.
FAIRHAVEN, . . .	Gift of Henry H. and Abbie P. Rogers, as a memorial of their daughter, Millicent.

FITCHBURG,	.	.	.	Gift of Hon. Rodney Wallace.
FRANKLIN,	.	.	.	Gift of daughters of Hon. Joseph G. Ray, as a memorial to their father.
FREETOWN,	.	.	.	Gift of Mrs. E. Florence Hathaway Crowell, as a memorial of her father, Hon. Guilford B. Hathaway.
GARDNER,	.	.	.	Gift of children of Levi Heywood.
GEORGETOWN,	.	.	.	Gift of George Peabody.
GLOUCESTER,	.	.	.	Gift of Samuel E. Sawyer.
GRANVILLE,	.	.	.	Gift of Hon. M. B. Whitney and others.
GROTON,	.	.	.	Partly the gift of Mrs. Charlotte A. L. Sibley.
HADLEY,	.	.	.	Gift of John Dwight and others.
HARVARD,	.	.	.	Mainly the gift of natives of the town.
HATFIELD,	.	.	.	Bequest of Samuel H. Dickinson.
HAVERHILL,	.	.	.	Gift of Hon. E. J. M. Hale and other citizens.
HINGHAM,	.	.	.	Gift of Hon. Albert Fearing.
HINSDALE,	.	.	.	Gift of citizens.
HOLDEN,	.	.	.	Gift of Hon. Samuel C. Gale of Minneapolis.
HOLYOKE,	.	.	.	Gift of citizens.
HOPEDALE,	.	.	.	Gift of Joseph B. Bancroft, as a memorial of his wife, Mrs. Sylvia Thwing Bancroft.
HOPKINTON,	.	.	.	Gift of natives and residents of the town.
HUBBARDSTON,	.	.	.	Gift of Jonas G. Clark of Worcester.
IPSWICH,	.	.	.	Gift of Capt. Augustine Heard.
KINGSTON,	.	.	.	Bequest of Frederic C. Adams.
LANCASTER,	.	.	.	Mainly the gift of Nathaniel Thayer and his sons.
LAWRENCE,	.	.	.	Gift of Mrs. N. G. White and Miss E. A. White.
LEICESTER,	.	.	.	Gift of Lory S. Watson, Dr. Pliny Earle, David E. Merriam and others.
LENOX,	.	.	.	Gift of Mrs. Adeline E. Schermerhorn.
LEXINGTON,	.	.	.	Gift of Mrs. Maria Cary.
LINCOLN,	.	.	.	Gift of George Grosvenor Tarbell.
LITTLETON,	.	.	.	Gift of children of William Stevens Houghton, as a memorial of their father.
LUDLOW,	.	.	.	Gift of heirs of Charles T. Hubbard.
LYNN,	.	.	.	Gift of Mrs. Elizabeth M. Shute, as a memorial of her husband.
MALDEN,	.	.	.	Gift of Hon. Elisha S. Converse and his wife, as a memorial of their son.
MANCHESTER,	.	.	.	Gift of Thomas Jefferson Coolidge.
MANSFIELD,	.	.	.	Gift of Mrs. Elizabeth F. Noble and others.
MARBLEHEAD,	.	.	.	Bequest of Benjamin Abbot of Boston.
MARION,	.	.	.	Gift of Mrs. Elizabeth Taber of New Bedford.
MARLBOROUGH,	.	.	.	Gift of Andrew Carnegie.
MARSHFIELD,	.	.	.	Bequest of Seth J. Ventress.
MEDFORD,	.	.	.	Gift of Thatcher Magoun.
MELROSE,	.	.	.	Gift of Andrew Carnegie.
METHUEN,	.	.	.	Gift of heirs of David Nevins.
MIDDLETON,	.	.	.	Bequest of Hon. Charles L. Flint.
MONSON,	.	.	.	Gift of Mrs. Carrie R. Dale, as a memorial of her father, Horatio Lyon.
NATICK,	.	.	.	Bequest of Miss Mary Ann Morse.
<i>South Natick,</i>	.	.	.	Bequest of Oliver Bacon.
NEWBURYPORT,	.	.	.	Gift of citizens.
NEWTON,	.	.	.	Gift of J. Wiley Edmunds and other citizens.
NORTH ADAMS,	.	.	.	Gift of Hon. Albert C. Houghton, as a memorial of his brother, Andrew Jackson Houghton.
NORTHAMPTON,	.	.	.	Bequest of John Clarke, supplemented by other gifts and by the city.
NORTHAMPTON,	.	.	.	Bequest of Hon. Charles Edward Forbes.
<i>Florence,</i>	.	.	.	Gift of Alfred T. Lilly.
NORTH ATTLEBOROUGH,	.	.	.	Gift of children of Edmund I. and Lucy N. Richards, as a memorial of their parents.
NORTHBOROUGH,	.	.	.	Gift of Cyrus Gale.

NORTH BROOKFIELD,	Mainly the gift of Erasmus Haston.
NORTHFIELD,	Gift of Elijah M. Dickinson of Fitchburg.
NORTH READING,	Gift of Mrs. Charles L. Flint.
NORTON,	Gift of Mrs. Eliza B. Wheaton.
NORWOOD,	Gift of George H. Morrill and wife, as a memorial of their daughter, Miss Sarah Bond Morrill.
ORLEANS,	Built partly by subscriptions.
PEABODY,	Gift of George Peabody.
PEMBROKE (<i>Bryantville</i>),	Gift of Mrs. Rozilla Cobb.
PEPPERELL,	Bequest of Charles F. Lawrence of New York.
PETERSHAM,	Built mainly by subscriptions.
PITTSFIELD,	Gift of Hon. Thomas Allen.
PLYMOUTH,	Gift of daughters of William G. Russell.
PRINCETON,	Gift of Edward A. Goodnow, as a family memorial.
PROVINCETOWN,	Gift of Hon. Nathan Freeman.
QUINCY,	Gift of heirs of Thomas Crane.
RANDOLPH,	Gift of heirs of Col. Royal Turner.
REHOBOTH,	Gifts of Darius Goff of Pawtucket, R. I.
REVERE,	Gift of Andrew Carnegie.
ROCHESTER,	Partly the gift of Mrs. Elizabeth Leonard of New Bedford.
SALEM,	Gift of heirs of Capt. John Bertram.
SCITUATE, NORTH,	Gift of Silas Peirce of Boston, as a memorial of his wife.
SHIRLEY,	Built mainly by bequest of Mrs. Betsey D. Hazen.
SHREWSBURY,	Bequest of Jubal Howe.
SOUTHBRIDGE,	Gift of Holmes Ammidown of New York.
SOUTH HADLEY,	Gift of William H. Gaylord.
SPENCER,	Gift of Richard Sugden.
SPRINGFIELD,	Gift of the City Library Association.
STERLING,	Gift of Edward Conant of Worcester, as a memorial of his daughter, Elizabeth Anne.
STOCKBRIDGE,	Gift of Hon. John Z. Goodrich.
STOW,	Gift of Miss Belinda Lull Randall, for estate of John Witt Randall.
STURBRIDGE,	Bequest of George B. Hyde of Boston, as a memorial of his father, Joshua Hyde.
SUDBURY,	Bequest of John Goodnow of Boston.
SUNDERLAND,	Gift of John Long Graves.
SWANSEA,	Gift of Hon. F. S. Stevens.
UXBRIDGE,	Gift of Hon. Edward C. Thayer of Keene, N. H.
WALPOLE,	Gift of Andrew Carnegie.
WARE,	Gift of Hon. William Hyde and others.
WARREN,	Gift of Nathan Richardson and others.
WATERTOWN,	Built by Hollis H. Hunnewell and others.
WAYLAND,	Bequest of Warren Gould Roby.
WELLESLEY,	Gift of Hollis H. Hunnewell.
WEST BROOKFIELD,	Gift of Charles Merriam of Springfield.
WESTFORD,	Gift of Hon. John Varnum Fletcher.
WESTMINSTER,	Bequest of Charles A. Forbush.
WESTWOOD,	Gift of Howard Colburn.
WEYMOUTH,	Gift of Quincy Tufts and his sister, Miss Susan Tufts.
<i>South Weymouth,</i>	Bequest of John S. Fogg.
WILLIAMSBURG,	Bequest of Stephen Meekins.
<i>Haydenville,</i>	Gift of Miss Anna Hayden.
WOBURN,	Bequest of Charles Bowers Winn, as a memorial of his father.
WRENTHAM,	Gift of heirs of Hon. Josiah J. Fiske.
YARMOUTH,	Gift of Nathan Matthews of Boston.

APPENDIX II.

FREE PUBLIC LIBRARY LAWS
OF
MASSACHUSETTS.

FREE PUBLIC LIBRARY LAWS OF MASSACHUSETTS.

[REVISED LAWS, 1902, CHAPTER 38.]

GENERAL PROVISION.

SECTION 1. Library corporations and associations which have been legally established shall continue to have all the powers and privileges and be subject to all the duties and restrictions attaching thereto.

LAW LIBRARIES.

SECTION 2. Attorneys at law who have been admitted to practise in the courts of the commonwealth and who are resident in a county for which there is no law library association may organize as a corporation, under the provisions of chapter one hundred and twenty-five, by the name of the Law Library Association for such county, and may adopt by-laws which shall be subject to the approval of the superior court.

SECTION 3. The inhabitants of the county shall have access to the library and may use the books therein, subject to the provisions of the by-laws.

SECTION 4. County treasurers shall annually pay to the law library associations in their respective counties all sums which are paid into the county treasuries during the year by the clerks of the courts, to an amount not exceeding two thousand dollars in any one year. They may also pay to said associations such further sums as the county commissioners may consider are necessary and proper. All sums which are so paid shall be applied to maintain and enlarge such libraries for the use of the courts and of citizens. The treasurer of the law library association, before receiving any money from the county treasurer, shall give bond, with sureties to the satisfaction of the commissioners, for the faithful application of such money, and that he will make a return annually to them, under oath, of the manner in which it has been expended.

SECTION 5. Each law library association shall be entitled to receive from the sergeant-at-arms, immediately after their publication, one copy of the legislative documents of the senate and house, the journal of the senate and the journal of the house.

CITY AND TOWN LIBRARIES.

SECTION 6. A city or town may establish and maintain public libraries for the use of its inhabitants, under regulations prescribed by the city council or by the town, and may receive, hold and manage any gift, bequest or devise for such library. The city council of a city or the selectmen of a town may place in such library the books, reports and laws which may be received from the commonwealth.

TRUSTEES OF TOWN LIBRARIES.

SECTION 7. A town which raises or appropriates money for the support of a free public library, or free public library and reading room, owned by the town, shall, at an annual meeting or special meeting, unless the same has been acquired entirely or in part through some gift or bequest which contains other conditions or provisions for the election of its trustees or for its care and management which have been accepted by the town, elect by ballot a board of trustees consisting of any number of persons, male or female, divisible by three, which the town determines to elect. When such board is first chosen, one-third thereof shall be elected for one year, one-third for two years and one-third for three years, and thereafter one-third shall be elected annually for the term of three years. The board shall, from its own number, annually choose a chairman and secretary and, if the town so votes, a treasurer, who shall give a bond similar to that given by the town treasurer, in an amount and with sureties to the satisfaction of the selectmen. The town treasurer shall act as treasurer of the board of trustees until the town otherwise directs.

SECTION 8. The board shall have the custody and management of the library and reading room and of all property owned by the town relating thereto. All money raised or appropriated by the town for its support and maintenance shall be expended by the board, and all money or property which the town may receive by gift or bequest for said library and reading room shall be administered by the board in accordance with the provisions of such gift or bequest.

SECTION 9. The board shall make an annual report to the town of its receipts and expenditures and of the property in its custody, with a statement of any unexpended balance of money and of any gifts or bequests which it holds in behalf of the town, with its recommendations.

SECTION 10. The provisions of the three preceding sections shall not apply to library associations, nor to a library organized under a special act.

BOARD OF FREE PUBLIC LIBRARY COMMISSIONERS.

SECTION 11. There shall be a board of free public library commissioners consisting of five persons, residents of the commonwealth, one of whom shall annually be appointed by the governor, with the advice and consent of the council, for a term of five years. The governor shall designate the chairman thereof.

SECTION 12. No member shall receive any compensation, but the board may annually expend not more than five hundred dollars, payable by the commonwealth, for clerical assistance and for other necessary expenses: It shall annually in January make a report to the general court.

SECTION 13. The board shall advise the librarian or trustees of any free public library relative to the selection or cataloguing of books and any other matter pertaining to the maintenance or administration of the library.

SECTION 14. Said board may, upon the application of the library trustees of a town which has complied with the provisions of sections sixteen and seventeen, and which has no free public library owned and controlled by the town, expend not more than one hundred dollars for books to be selected and purchased by said board and delivered to said trustees for the purpose of establishing a free public library.

SECTION 15. If a town, the valuation of which is not more than six hundred thousand dollars and which has a free public library, has complied with all laws relative to the maintenance of such library, and the trustees of the library provide, to the satisfaction of the board, for the distribution of books in different parts of the town where such distribution is necessary, by means of branch libraries or deliveries, and for practical and effective means of rendering the library useful to the teachers and scholars of the public schools in such town, the board may expend, in such amounts and at such times as they determine, not more than one hundred dollars for the purchase of books for each free public library owned and controlled by such town.

SECTION 16. A town shall not be entitled to the benefits of the three preceding sections until it accepts the same or has accepted the corresponding provisions of earlier laws and has elected a board of library trustees as provided in section seven, nor until said trustees have made provision satisfactory to said commissioners for the care and distribution of the books furnished by them.

SECTION 17. Such town shall, if its last assessed valuation was one million dollars or over, annually appropriate from the dog tax, or otherwise provide for the use and maintenance of its free public library, not less than fifty dollars; if such valuation was less than

one million dollars and not less than two hundred and fifty thousand, not less than twenty-five dollars; and if such valuation was less than two hundred and fifty thousand dollars, not less than fifteen dollars.

APPROPRIATION OF MONEY FOR LIBRARIES, ETC.

Section 15, chapter 25 of the Revised Laws, provides that towns may appropriate money "for the establishment, maintenance or increase of a public library therein, and for the erection or provision of suitable buildings or rooms therefor."

"For maintaining a library therein to which the inhabitants have free access and of which they have the use, and for establishing and maintaining a public reading room in connection with and under the control of the managers of such library."

THE DOG TAX.

Section 163, chapter 102 of the Revised Laws, provides that money received for dog licenses and refunded to the towns "shall be expended for the support of public libraries or schools."

DEFACING OR WILFUL DETENTION OF BOOKS, PAPERS, ETC.

Sections 83 and 84, chapter 208 of the Revised Laws, provide that "whoever wilfully, intentionally and without right, or wantonly and without cause, writes upon, injures, defaces, tears or destroys a book, plate, picture, engraving, map, newspaper, magazine, pamphlet, manuscript or statue which belongs to a law, city, town or other public or incorporated library shall be punished by a fine of not less than five nor more than fifty dollars or by imprisonment for not more than six months."

"Whoever wilfully, intentionally and without right, or wantonly and without cause, detains a book, newspaper, magazine, pamphlet, or manuscript which belongs to a law, city, town or other public or incorporated library for thirty days after a notice in writing from the librarian thereof, containing a copy of this section and given after the expiration of the time which, by the regulations of such library, such book, newspaper, magazine, pamphlet or manuscript may be kept, shall be punished by a fine of not less than one nor more than twenty-five dollars or by imprisonment for not more than six months."

DISTURBING PUBLIC LIBRARIES.

Section 33, chapter 212 of the Revised Laws, provides that "whoever wilfully disturbs persons assembled in a public library, or a reading room connected therewith, by making a noise or in any

other manner during the time when such library or reading room is open to the public shall be punished by imprisonment for not more than thirty days or by a fine of not more than fifty dollars."

LAND MAY BE TAKEN FOR LIBRARY BUILDINGS.

Section 47 of chapter 25 of the Revised Laws provides that "any land within the limits of a city or town not appropriated to public uses" may be taken "for the purpose of erecting thereon a building to be used for a public school, a library, or an engine house, or for the enlargement of a lot of land taken or used for such purpose," — but the land thus taken may not exceed two acres in extent.

PUBLIC DOCUMENTS.

Under provisions of chapter 9 of the Revised Laws, each town and city library is entitled to receive a copy of the Manual of the General Court, the Blue Book, and a copy of the series of public documents.

